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Abstract

A program for coping with the needs of functionally illiterate persons that focuses on the rural population of seasonal farm workers is described in this handbook. The program starts with emphasis on satisfying life's basic needs and annihilating the fear of want while exposing participants to new techniques to prepare them for the labor market. Guidelines and suggestions are presented for teachers of semi-illiterate agricultural workers. Suggestions are included for curriculum and daily planning, instructional program objectives and skills, and methods and techniques. Communicative skills, computative skills, social studies, and interrelated instructional areas are considered under the instructional program discussion. The methods and techniques section presents 3 phases of classroom procedure: (1) orientation, (2) determining levels of trainees, and (3) methods and techniques. Materials and devices currently utilized in the program are presented in the concluding sections. Related documents are ED 018 752 and RC 003 814. (SW)

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The Educational Program for Seasonally Employed Agricultural Workers

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A CURRICULUM AND METHODS HANDBOOK FOR THE SEASONALLY EMPLOYED AGRICULTURAL WORKERS' PROGRAM

Prepared by
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In Cooperation With
OEO-SEAW STAFF

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Director
1968

TUSKEGEE INSTITUTE
Tuskegee Institute, Alabama

TABLE OF CONTENTS

I. FOREWORD

II. INTRODUCTION

III. TO THE TEACHER

- A. Characteristics of a Good Teacher
- B. The Role of the Teacher
- C. The Adult Student
- D. Implications for Adult Teaching
- E. Counseling
- F. Interviewing

IV. CURRICULUM

- A. Selecting Reference Material
- B. Suggestions for Planning a Daily Program
- C. Developing a Daily or Weekly Schedule

V. INSTRUCTIONAL PROGRAM

- A. Communicative Skills
  - 1. Reading
  - 2. Objectives
  - 3. Skills

  - 2. Spelling
    Objectives
    Skills

  - 3. Handwriting
    Objectives
    Skills

  - 4. Listening

Objectives
Skills

5. Observing
Objectives
Skills

B. Computatives Skills

1. Objectives
Skills

C. Social Studies

1. Objectives
Activities

D. Inter-Related Instructional Areas

1. Home and Family

2. Occupational Adequacy

3. Health and Safety

4. Cultural Activities

VI. METHODS AND TECHNIQUES

A. Orientation on Methods and Techniques

1.. Some Principles

B. Phases of Classroom Procedure

1. Phase I - Orientation

2. Phase II - Determining Levels of Trainees

3. Phase III - Methods and Techniques

- Uses of Audio-visual Materials
- Structural Design for Teaching Language Skills
- Computative Skills Non-readers
- Techniques in Citizenship
- Techniques for Family Life
- Uses of Posters, Charts, Cards

- Demonstrations and Dramatizations
- Teams in Teaching
- Assembly
- A Teaching Plan for Health
- A teaching Plan for Computative Skills

VII SOURCE MATERIALS

VIII BIBLIOGRAYPHY

FOREWORD

In our society, with its increasing emphasis on education, compounded by increased technological and scientific improvement, we are perplexed to find many individuals who are still deficient in the ability to read and write, or who can not read and write adequately, moreover, despite the efforts that have been made in the past, illiteracy is still a problem in our society.

Interested and dedicated people throughout the United States now have begun to "wage war" against the problem of illiteracy and to eradicate the barrier it builds against people, against communication, and against employment. National interest in this "war" has been kindled by the federal government, but despite concentrated efforts from the federal government and from many other sources this situation in the United States has reached the dimensions of a major crisis that will, through the efforts of these sources be certain to get better.

The Seasonally Employed Agricultural Workers' Program is a joint attempt on the part of Tuskegee Institute and OEO to tackle the problem from the standpoint of providing functional illiterates an opportunity to receive foundation education and a knowledge of a variety of new skills that may be useful to help them toward a productive life. The personnel of this program works with organizations and persons concerned with the expressed needs of the local people of the region and bring together persons with common interest and purpose, looking for positive effort wherever it may be appropriately found, and rejects no group simply because it has critics.

The development of the curricula and method materials is based upon the existing conditions, experience, felt needs, and participation of the people for whom the program was designed, which required cooperative planning from administrators, teacher-counselors, and other members of the staff and advisory committee. The methodology and objectives are centered around such broad areas as communicative and computational skills as needed by the persons involved. This task involved research and a study of current trends, practices and creativity from the initiative of each teacher using a multiphasic approach, in the light of the problems facing functional illiterate in the present-day society. It is the plan of the program to work toward improvement of this handbook for better educational practices as the program continues.

INTRODUCTION

When an atomic missile hits a target and explodes, it makes a tremendous difference in all the landscape thereabouts. But an atomic missile is not the only force whose power may make a big difference. When a complete and generous program of education hits a nation and takes hold, it also makes a tremendous difference in all the area that it touches. Education works in a quieter way than does a bomb, but its power reaches farther and goes deeper. It produces the ideas which created the bomb in the first place, and it has created thousands of other things just as wonderful and perhaps more useful.

Long ago the founders of this nation foresaw the imperative between free men and free education. It was apparent to men like Franklin and Jefferson that a form of government dependent for its preservation upon the wisdom of its people must recognize as one of its major undertakings the education of citizens who can make wise and intelligent choices.

But somewhere along the way the compass was mislaid which was given by those who originally charted the course of American education--or understandably, it has been somewhat diverted from the course. Out of concern to educate the citizens of tomorrow, it has been forgotten that today's problems must be solved by adults.

To draw American movement of adult education into some semblance of unity, the question which follows logically is: What shall be the character of this purpose?

The answer screams to us from the headlines of every daily paper. It has become an anxious concern in every living room in America. It hovers in sobering silence above our legislative halls, and shapes the platforms of our political parties.

President Johnson's attack on poverty is reaching every corner in our educational system, reviving our consciousness about the illiteracy that engulfs our senior citizens. Current national statistics show that about 11 per cent of American adults are functionally illiterate. The U. S. Office of Education has put the figure at 11,000,000.

With today's level of scientific and technological advancement, the problems of illiteracy are much more serious than they were even a decade ago. Widespread unemployment results from the adult's inability to fill in a job application, learn new work skills from written material, or even read employment want ads in newspapers. Even in cases of unskilled labor, large companies generally do not employ personnel who are functionally illiterate.

The "social lag" experienced by the non-reader is as serious a problem as is unemployment. While we have modern medicine, foods, and equipment to prevent disease, these are not being used by 11 per cent of the adult population because of their inability to read. The person who cannot read newspapers, magazines, or books is completely cut off from written communication in society. He cannot read a menu in a restaurant or a street sign on a corner in a strange city. An illiterate wife and mother has a difficult time because she cannot read price signs, can labels, cookbooks, or baby formulas. An adult who lacks the ability to use the communication skills cannot participate in our system of self government.

The problem of illiteracy is not a problem that can be corrected or cured by just reworking the old ideas and doing a good job of educational housekeeping. As literacy becomes more and more necessary for life in modern society, new programs of education are needed if all citizens of this country are to have and enjoy full citizenship.

There is a need to develop and evaluate a program for coping with the needs of these functionally illiterate persons. Basic emphasis, here, being focused on the rural population of seasonal farm workers starting with the satisfying of life's basic needs and annihilating the fear of want and at the same time exposing them to new techniques in preparing them for the labor market--giving them basic education so that they are able to contain sound vocational training under present day circumstances. The specific objectives of this program are as follows:

1. To increase the basic education of seasonal farm workers in such skills as communications--speaking,

listening, reading, interpretation, writing; computative skills including addition, division, subtration, fractions, etc.

2. To integrate basic education with that of family and community living, cultural improvement, civic responsibility, and a knowledge of diversified occupational skills, including the development of work vocabulary, knowledge of how to learn about availability of employment, how to apply or negotiate for a job, including preparation of job application, and preparation for job interviews.

3. Most important. To demonstrate that educationally deprived indigenous seasonal workers will be motivated and continue their education if paid subsistence allowances.

4. To educate family members to face realistically the physical, economic, mental, and emotional effects of changes upon the family. For example:

    a. Husband's change from one type of farming to another type (i.e. sharecropper to renter, etc.) or to tertiary or a factory worker or some other kind of worker. (When farming becomes totally unprofitable.)

    b. Wife's change of occupation from marginal housekeeping tasks and idleness to meaningful training and gainful employment.

    c. Children's change of outlook from school dropout to high school completion and vocational training, etc.

    d. Family change of residence and adjustment to new environment when feasible and possible.

School systems, private agencies, and educators over the country are recognizing the need for developing programs around the problem of functionally illiterate adults. There are several general kinds of programs, each of a different nature and each requiring a different kind of experience and training.

Training in how to relate to one another, and in how to assume responsibility, is important in every adult learning situation because adult education is concerned with what happens to persons while they are learning as well as with what they are learning.

On the total in American adult educational scene one can observe two general types of programs that have implications for the kind of society in which we live. In the first of these, persons who are responsible for adult education programs have organized and conducted them, perhaps unwittingly, in such a way as to clearly indicate that the people cannot be trusted to help with the entire program--that it is the people's job to come and learn what has been prepared for them. Such programs exist in great numbers in American adult education. A second general type of program, in all subject and interest areas, is carried on by persons who believe that the participants can be trusted and that adult learners in our society will prosper when they, the people, help plan, organize, conduct and evaluate their own adult educational activities under patient and skillful leadership of a creative and releasing nature. Such programs as these are increasing in number, but, as yet, they are in the minority.

Basically, adult education for the functionally illiterate like all education has two jobs to do:

1. To meet personal, social and educational needs.
2. To reveal new ideas, to encourage creative approaches, and broaden views by exploring new and unfamiliar areas.

Real needs should be related to worthy goals--goals which point to the improvement of the persons involved. Such worthy goals may be reached in a variety of ways. The solution does not lie in a standard procedure. Rather it is reached creatively by the use of a great variety of devices, methods, and techniques which interest and excite the trainees and help them to develop and maintain a flexible and fresh outlook.

An adult education program for the functionally illiterate must show them how to be responsible, disciplined and free and take into account times in which they live. It must show them how to recognize the tyrant in all phases of our society, political, vocational, religious, and educational, and help them to identify such characteristics in themselves which hinders their self concepts and levels of aspiration.

In addition to such needs as mentioned there are vocational needs. These people need to know how to make a living--how to offer a respectable contribution to the economic facet of our society, and how to enjoy and appreciate beauty in music, literature, and drama, in nature, and in human character.

In short, the task of an educational program for the functionally illiterate adult is continually to satify the human need to live a full, responsible creative life as an independent, participating member of a social order.

The educational program for the seasonally employed agricultural workers is designed to attack some of these major problems.

The key words around which the program will be developed are problematical concerning needs, goals, tasks and achievement of the functionally illiterate adult.

TO THE TEACHER

When you, the teacher, face your class of adult students for the first time, you will also find yourself facing some challenging new situations and new problems and you may look forward to some new satisfying rewards. The material in this part of the handbook is intended to help provide a mirror for you as teachers of the Basic Adult Education class; for the novice or beginning teacher as well as for the one who has many years of teaching adults to his credit. It is designed to help you anticipate some of the problems of teaching adults and to provide you with some guides to the technique and resources which may help you to meet with success in your adult education classes.

Characteristics of Being a Good Teacher in Basic Adult Education

There are many attributes or characteristics that proclaim the "successful teacher of adults". It is essential that he has a personal philosophy toward his students that will not let him be content with equipping them with mere skills or "know-how" of communication in English, with the bare facts necessary for them to pass the educational requirements or with just mechanical skills of reading and writing. The teacher must possess the desire to help each individual who comes into his life, to raise his standards and broaden his horizon, and to realize that becoming a good citizen is just a first step in entering a new life which he can create for himself and his family.

A teacher should be a teacher last of all. He is an inspiration, hope, a source of happiness, advisor and companion to the individuals who come under his guidance. He will need the wisdom of a salesman, the tact of a diplomat, the patience of Job, as well as possess the force and personality of a leader, coupled with familiarity of the methods and techniques of working with adults.

Furthermore, he should be an authority on etiquette, fashion, budget making and should be able to give suggestions and guidance in the time of emergency. He must be alert, broad minded and inventive in order to constantly prepare, modify and vary his method to fit the types of adult who come to him with their different needs and problems.

No one class is like any other class, each presents its personalities, abilities, achievement levels and problems in a different manner. The teacher must realize that there is no such thing as homogeneous group. An understanding of the home life, problems, hopes, needs and interest of the trainee is basic. This understanding does not and will not come from books but from conversations with the trainee in class and in the community.

The job of teaching adults cannot be an "extra job" with a few short hours each week to provide the teacher with extra money. It is full time (every-day-in-the-week) position. When the teacher is no in the classroom he is still "on duty". When he meets one of his students in the post office, or supermarket, or on the bus, he is still teaching. When his student feels free to come to him after class hours, on the street, or at his home to ask questions, to seek advice or just to chat, then he knows that he is a "teacher" in every sense of the word.

The successful teacher of adults has an understanding heart; can put himself into the other person's place and imagine his difficulties, his differences; can laugh with him, but never at him as he vainly tries to twist his mouth and tongue into outlandish English contortions.

Specifically then, the characteristics of a good adult basic education teacher are:

1. Know his student
2. Make education a cooperative endeavor
3. Adeptness in handling subject matter
4. Attentive to the safety of the students
5. Plan interesting and helpful activities
6. Maintain a high level of interest in his class
7. Use techniques which are effective with adults
8. A keen sense of humor
9. Know the importance of the "first meeting"
10. Know the importance of lesson planning
11. Have good physical stamina

The Role of the Teacher

The basic adult education teacher has many roles to play, many parts to perform. He should give thought to appearance, personality, be concerned about what he should know, his actions and how to improve himself professionally.

The teacher must develop a continuing relationship with the trainee. The teacher must praise the trainee's successes, minimize his setbacks, and help him to find the solutions to his immediate problems.

Trainees coming to class for the first time are usually hesitant, even fearful. First impressions are important! Regardless of how much organizational paperwork the teacher has to do, he should be at the door of the classroom to greet each trainee. A friendly smile and a warm handshake will make the trainee feel that he is welcome as an individual, that he is not just another body in the class.

The Teacher Should Be:

1. A friend to the trainee, a counselor and advisor.
2. Patient and sympathetic.
3. Able to work with people.
4. Inventive, versatile, resourceful.
5. Cooperative
6. An authority in his subject matter.
7. Willing to say "I don't know, but I'll find out," without guessing or giving inaccurate information to his trainees.

The Teacher Should Have:

1. A sense of humor.
2. Respect for his students.
3. Sensitivity toward the needs of his students.
4. Faith in trainees' ability to learn.
5. Empathy - the art of ascribing to one's self the feelings of another.
6. A sense of dramatics
7. Skill in making use of the experiences of his trainees.

Know the Subject Matter

1. The principles of adult learning.
2. What constitutes a good citizen.
3. The history and traditions of our country.
4. The homely details of everyday living in the community in which he teaches.
5. Be familiar with the books and other materials which are in use in class.

Know the Community

1. Be familiar with the geography and resources.
2. Be acquainted with the idioms and colloqualisms, the ways of doing things that his trainees will hear and see in the course of daily lives.

3. Be familiar with the location, purpose and services of the welfare agencies, patriotic organizations and service clubs.

Be A Person of Action

As a person of action the teacher should try to:

1. Create an informal, pleasant, friendly, social atmosphere for the trainees.
2. Take care of the physical comforts of the trainees.
3. Have well planned lessons which are related to the everyday, personal needs and problems of the trainees.
4. Handle subject matter adeptly, making use of several methods and approaches in presentations.
5. Vary teaching methods to maintain interest and to facilitate the learning process.
6. Provide work at a level commensurate with the achievement ability of his trainees.
7. Create situations whereby the objectives of each trainee may be attained.
8. See that his trainee's experience the satisfaction of success and accomplishment and have a feeling of "excitement" about what comes next.

Planning Work

The teacher's work plan includes:

1. The creation of an atmosphere that is unhurried, with no pressure of time limits but rather encourage each to

proceed at a pace that suits him best.

2. Careful, thoughtful planning of each lesson knowing that every minute is precious to the trainees

3. Subject matter that will be of immediate use and interest to the trainee.

4. An opportunity for experimentation with new ideas, ways of presenting information, for correction of the trainee's errors, for constant review and practice.

5. Worthwhile activities that take place outside of the classroom to supplement and complement the classroom work.

6. The possibility of having to discard the prepared lesson so as to meet a special problem or need of special urgency or appropriateness at the time it occurs.

Seeking Self-Improvement

The teacher should seek to improve himself by:

1. Making suggestions and assisting in the selection and purchase of books and other materials which will be suitable for his trainees.

2. Learning to operate the kinds of audio-visual aids or equipment for his use with the class.

3. Becoming familiar with, and having access to, professional literature and other materials in the field of English and Citizenship, literacy and fundamental education.

4. Becoming familiar with, and using several methods of teaching adults.

5. Keeping in mind that he cannot operate in a vacuum or in isolation, therefore, arranging to visit other classes and teachers in the program and inviting them to return the visit.

6. Arranging to meet at least twice a year with other teachers for the exchange of ideas and cooperative planning of activities for the trainees.

7. Building a personal collection of materials, books and pictures; always keeping an eye out for something new and

different.

8. Attend school.

The teacher of adult classes does not have an easy job, but he does have a rewarding one if he undertakes it with full knowledge of the responsibilities entailed and has the right concept of himself in relation to the task to be done.

The Adult Student:

You see before you, adults of many shapes, sizes, and ages. The bald, the elderly, the young, the school dropout, and the laborer, indeed the adults in a typical class are less alike than a class of children would be:

The adult trainee has three main assets which gives him an advantage over younger students in the task of learning new things:

1. He has experience in living. Real learning takes place rapidly when facts are related to experiences.
2. He is in school with a purpose and he wants to enjoy his class work almost as much as he wants to learn. Sometimes his drive for achievement might be a source of discouragement, if the adult learner expects more of himself than he is really capable of producing.
3. He wants his learning experiences to have immediate usefulness; the most efficient learning takes place when an immediate need is felt. Since an adult rarely has long range objectives, the teacher must plan class work in terms of immediate need.

Cautions

Although the adult mind has many assets, there are at least two handicaps to overcome:

1. There is a steady, though slight decline in ability to see

and hear after 14 years of age.

2. The older one gets, the slower is the reaction time. This has two aspects: Adults do not have the energy to talk or move rapidly-they no longer wish to be cheerleaders or to run races-and it takes more time to tighten bolts or write sentences. The general pace may be slower, but the goals remains the same. Adults need more time to learn to coordinate the many different operations of an over-all job.

These specific handicaps do not prevent the adult from learning; they do make it necessary, however, to provide more time and understanding in the learning situation. Adults commonly make the mistake of allowing themselves less time than they need, rather than more. Their standards of achievement are high and they are impatient with mistakes. In those areas not requiring manipulative skills, adults will learn more rapidly than children while physical decline will make it necessary to take more time from learning those things which require physical activity.

Any adult who decides to enter school after he has been out for a number of years is making a momentous decision. "To go or not to go" has been pondered often and long before he finally makes his appearance in your classroom. "Can I learn at my age?" "Why did I choose to come?" These are some of the unspoken doubts in his mind. You will have only a short time- the first-to remove these doubts and reassure him so that he will leave saying, "I'm glad I came!

Implications for Adult Teaching:

1. Expect quality-but remember it will take longer to produce it.

2. The scope of lessons must be planned with due regard for speed and capabilities of members of the class.

3. Present new materials in the most logical sequence, step by step, and relate it to what is already known. Short units of work will tend to give adults a feeling of success and mastery, this is important.

4. Utilize various instructional aids to help establish important concepts and relationships. Write things on the blackboard as they are explained. Double exposure (sight and hearing) will help solidify learning.

5. To help compensate for slower correlation of ideas, select the central ideas or principle, then plan class demonstrations, explanations, and discussions so as to develop and reinforce the basic central idea.

6. Repeat important points frequently.

7. Summarize often! Remember the difficulty of older adults on spontaneous recall.

8. Because of the widespread existence of negative attitudes to cope with regarding the older adults to learn, the teacher must make a special effort to cope with insecurity and fear of competition with younger adults. Give them a new sense of security and mastery.

9. In laying out tasks to be performed in the learning process, the teacher must make sure that the adult corelates the relationship of the tasks at hand to his ultimate objective.

10. Since learning flows primarily from the consequences of satisfaction and reward, every opportunity should be utilized with adults to praise good work. By the same token, errors should be minimized and all kinds of punishment (including sarcasm and ridicule) avoided. Accent the positive (success), not the negative (failure).

11. Do not forget the importance of short recesses (or breaks).

12. The adult comes to school with a purpose. Often the urgency and seriousness of his purpose results in a drive for achievement which becomes a source of discouragement. He may expect more rapid achievement than he is capable of producing. The teacher must be keenly observant for signs

and symptoms of this difficulty because if not detected and proper counsel and encouragement given, the individual will drop out with a feeling of disappointment and frustration.

Secondly, the wide range of individual differences in age, ability, previous education, and interest of adults hold the following implications for teachers:

1. One of the most difficult and important jobs the teacher faces is that of finding out what each person's particular interest or need is. Unless the adult gets what he is coming for (regardless of stipend), he will drop out soon.

2. Every group of adults has a wide assortment of talents, and these constitute rich resources for the group. To identify these resources, there should be an early effort made in each group to get acquainted. The teacher has a particularly important responsibility here. He must study the background, interests, needs, and capabilities of each member of the group, so as to plan the work and utilize, to the optimum degree, the talents of each member for the benefit of the group as a whole.

3. Do not give "busy work" to do. Engage them in challenging, meaningful activity, according to their particular interest.

4. Make everyone feel that his opinions, needs, and thoughts are important.

5. Encourage everyone to share in group activities. This will give older adults the feeling of belonging, often times needed, to allay their fears about returning to school.

6. Remember that the adult brings with him much of the vocabulary and stored knowledge which will facilitate and give depth to new learnings.

7. In learning new skills, adults often have to "unset" old patterns, long established. This may be almost frustrating in extreme cases. It is time consuming in all cases. Teachers can soften the effect of this experience for the older learner by explaining that this is a common problem, not at all peculiar to him.

Counseling

"Sure I want an education, but I don't know what to take"

What will do me some good?"

"I know what I've got to take, but I'd like to talk with you a few minutes before I sign up."

I'm dumb, I 'gotta' start all over again. I don't know 'nuthin', and I never learnt nuttin, when I was in school.

"You know some years ago I decided to learn some "hobby skills'; Do you think I'm too old now?"

"Isn't there some place where I can get some advice on how to meet these family problems?"

"I am just wasting time in here, your time, my time, and the other students." "This class is over my head."

These questions and many more like them are manifestations of deep needs of adults before enrolling, while they are in class, and even after they enter adult education programs. Under such circumstances counseling becomes an indispensable service if adult education is to make its best contribution to our society.

Thus it seems then, that the need for patient counseling exist among adult students. This is a role that teacher-counselors, teacher aides and community teacher-aides, must fulfill.

Definition of:

Counseling is a person-to-person, face-to-face relationship. The counselor helps an individual to plan; to arrive at intelligent choices; to adjust to situations by helping him learn about himself and about the situation in which he finds himself - with the interview being the basic technique of counseling.

Abilities Required for Counseling

A teacher when performing the duties of a counselor needs to have the ability to listen intently. Allowing the counselee to talk about his situation releases tensions and puts him in the correct mood for attacking his problems intelligently. The teacher must have the ability to view problems of a counselee objectively and not as a judge. If a counselee feels that the teacher is blaming or criticizing him, he will be unwilling to work with her in trying to solve his problems. The teacher must be able to guide a conversation without appearing to be cross-examining the counselee or dictating the direction of the conversation.

A teacher-counselor needs the ability to understand background information about a counselee and to use this information unobtrusively in assisting the counselee to understand himself.

Some of the abilities needed are:

1. The ability to start a conversation
2. The ability to direct a conversation toward guidance problems of a counselee.
3. The ability to encourage constructive planning during the interview.

Characteristics of a Teacher-Counselor

If a teacher expects to be successful as a counselor, he must be approachable. One way of developing an approachable manner is by being consistently friendly. A teacher-counselor must be able to secure the confidence and respect of others. Emotional maturity is essential. Problems must be treated objectively but sympathetically. A teacher cannot allow himself to become involved emotionally in the solution of a problem.

A teacher-counselor must be interested in the welfare of the counselee and respect his point of view. One evidence of this respect and interest is a willingness to listen. Consistency of attitude and action is of considerable importance. Pleasing personal appearance is desirable. One of the most important characteristics needed for developing confidence and respect is the willingness to work unselfishly to assist others.

Techniques

The teacher-counselor cannot make plans, choices, and adjustments for a counselee. The individual is the only one who can satisfactorily make them. If the teacher-counselor attempts to dictate to them, his counselee will become resentful and one more emotional block will be erected between him and the counselee. He must instead assist an individual by:

1. Helping him understand his emotional blocks.
2. Assisting him to locate and define his problem.
3. Encouraging him to define and analyze his goals.
4. Encouraging him to form hypotheses and to think through their consequences.
5. Supplying additional information.
6. Arranging to try out tentative choices whenever possible, and
7. Encouraging him to plan his next steps carefully.

Following is one example of a teacher who did not follow these techniques. He advised a farmer to start farming immediately instead of going to school first. The farmer accepted the advice, but later resented it, and was dissatisfied with the decision. He was told, instead of being helped to think through his decision.

A successful teacher-counselor attempts to concentrate a conversation on one problem at a time. He selects and uses words which a counselee understands. He listens intently and is interested in the problem and comments of his counselee. He never lectures or talks down to his counselee. When it is necessary for him to add information, he presents only essential ideas and facts. He understands that no one can absorb or comprehend more than a few new ideas at one time. He tries to understand a counselee's attitudes and feelings. He indicates by a simple comment that he understands these attitudes and feelings, but he refrains from passing judgment on their worth or correctness. A counselee is guided toward the relaization that he is responsible for making final plans, choices, and adjustments. He is guided toward the realization that the teacher will assist him, but that there is a limit to what he knows or can do for him. A successful teacher-counselor conducts his conferences with individuals in private. These conferences are unhurried, but they do not drag on indefinitely.

In conducting conferences with individuals, the following problems frequently occur:

1. Opening a discussion.

   Courtesy and good manners will help "break the ice." The location and purpose of a conference will determine the approach. If a conference is initiated by a counselee, a simple question such as, "What can I do for you today?" or, "What do you have on your mind?" will usually suffice. If a conference is on a farm and initiated by a teacher, the conference may be started with a question such as, "How has your work been going recently?" A teacher may then lead into the problem area by a question such as: "Have you done any thinking or planning about..recently?" Such questions will usually relate the conversation to the problem to be discussed.

2. Wandering off the subject.

It is occasionally necessary to lead a counselee back to the subject if the conversation wanders. This can usually be accomplished by such statements as: "Your previous statement was.." What was the last question we were discussing? A counselor does not usually need to conceal the fact that he is attempting to keep the conversation on the subject. Usually a conversation is unintentionally side-tracked.

3. Obtaining background information.

A teacher often needs additional background information in counseling. In obtaining this information care must be exercised that a counselee does not obtain the impression that he is being cross-examined. It is usually not essential to obtain all needed information at once. If questions for additional information are spaced throughout a conference, or over several conferences, resentment will be avoided.

4. Wording questions.

Some teachers have difficulty wording their questions in counseling so that a conversation is generated or may be worded so that a yes or no answer is impossible. For example, "What do you plan to do next regarding..?"

5. "Putting words into counselee's mouth."

Often individuals have difficulty stating their problems, attitudes, and feelings. A counselor is often tempted to help them state their difficulty or make their comments. This is usually a mistake. A counselor cannot be sure when he assists an individual state his problem that he doesn't actually "put words into his counselee's mouth". If this happens, it confuses the issue. Resentment by the counselee may also result. Sympathetic statements of encouragement such as "I see, "or" I understand while a counselee is trying to express himself, usually produce better results than trying to state the difficulty or position for a counselee.

6. Promoting a counselee's confidence.

The confidence of a counselee has to be bolstered. A friendly, objective, sympathetic attitude will usually raise the confidence of a counselee. An unhurried attitude is usually helpful. Sometimes one or two conferences devoted to "visiting" are necessary to develop the confidence of a counselee in a counselor. Teachers seldom have this difficulty with their advanced students.

7. Silences.

Teachers often worry about periods of silence when counseling. Silence is often necessary for thinking. A counselor does not need to worry about periods of silence because he can always break silence with a question.

8. Breaking Bad News.

Sometimes a teacher has to feed into a conference information which is bad news to the counselee, such as the difficulty of obtaining placement on a farm, or the impossibility of obtaining credit for a particular type of project. If a conference is to be of value and if the counselee is to make sound plans, choices, and adjustments, all the facts must be honestly considered. There is no place for wishful thinking in a counseling conference.

9. Lack of Information.

A teacher-counselor is not expected to have all the necessary information for helping individuals resolve all types of problems. A counselor should not bluff. He and the counselee may work together to find the information required, or he may refer the individual to another person or agency that has the information required.

10. Promote Thinking.

Counseling involves the supplying of information, but, primarily, it promotes thinking. When a person is emotionally upset, it is sometimes difficult to get him to think. A counselor needs to help an individual analyze and evaluate his feelings, attitudes, and problems. Sometimes a sounder evaluation of them may be promoted by reflecting his attitude or feeling back to him. If a boy indicates by his comments that he believes with reservations that he should enroll in college, his teacher may comment, "You feel then that you should go to college, but you are not sure because---". Then the student is able to see the reflection of his attitude and can often begin to think objectively about his problem.

Thinking may be promoted by asking questions so that a counselee will locate his problem, define his problem, develop goals, formulate hypotheses, try out hypotheses in his imagination or in actual tryouts, revise hypotheses, and plan next steps.

11. Initiating Action.

Planning next steps is often neglected in counseling. It is not enough to decide to buy a dairy heifer for a farming program. Plans must also be made to locate a heifer that is for sale and many other details must be decided before a heifer is actually purchased.

12. Summarizing a Counseling Conference.

For best results a conference should be summarized at its conclusion. It is usually best for the counselee to summarize a conference. The teacher-counselor may promote this summary by asking "What have we accomplished in our discussion today?" or "What have we decided today?"

13. Ending the Conference

The summary of a conference is usually sufficient to indicate to a counselee that the conference has been completed. Care must exercised to avoid a summary before some decisions have been completed, but a counselor also needs to protect his time by preventing a conference from "dragging on" just because a counselee wants to talk.

INTERVIEWING

The success of each interview depends considerably on the ability of the interviewer to create a friendly, permissive atmosphere of mutual trust and confidence when the respondent is first contacted. There is no one best way of establishing this rapport, for the best way of doing this with one respondent will be inadequate with another.

There is no way of knowing beforehand how desirable an atmosphere can be created, and it is therefore necessary to follow certain principles which are likely to bring about rapport. As applies to most principles, they should be used intelligently and adaptively in accordance with situational needs - the nature of the survey, the characteristics of the respondent, the place of the interview, and so forth.

1. The interviewer must introduce himself and state the purpose of his call. Only papers needed should be carried to the door, and these should be arranged neatly so as to preclude awkward fumbling when interviewing begins.

The introduction should cover the following four important points:

a. Who is conducting the survey

b. The subject and purpose of the survey

c. How the respondent happened to be chosen

d. The interview is confidential

(In many instances information needed will not be received on a first visit. The teacher might have to make a second or even perhaps a third visit to establish rapport.)

Often times where there are two interviewers, items on the questionnaire can be remembered and written down later. Some situations will demand that the questionnaire not be completed or filled out in the presence of the respondent on the first visit.

3. The interviewer must make the respondent feel that the survey is important.

4. The interviewer must make the respondent feel that his answers are important.

5. The interviewer's appearance must be neutral.

    a. Clothing should be average; that is, of the type that is most usually seen in the locality. It should be neither too fashionable nor too plain.

    b. The personal appearance should also be average

    c. Speech should be carefully controlled

...Choice of words, phrasing. The use of "just plain English" is best as a rule. If this is occasionally not understood as with illiterate respondents, adjustments can be made.

6. The interviewer's approach should be flexible.

The principles which have been stated are guides rather than hard-and-fast rules. The interviewer must learn to perceive the differences between interview situations quickly at the very beginning of the introduction and adjust his introductory remarks accordingly. For example, if a female respondent happened to be working in her garden at the time of call and was particularly reticent about being interviewed, it might be appropriate to display interest in her garden in order to "break the ice". Or it might be desirable to simplify the introduction for an apparent illiterate person. Or, again, remarks on the purpose of the survey might be extended somewhat (without giving away too much) if unusual interest was displayed.

B. Choosing the setting for the interview

7. The interview must be conducted in a quiet, comfortable place. The farmer might be working some "bottom" land one-half mile away and find it inconvenient to be interviewed anywhere else. Under these circumstances, despite less than adequate conditions, it would be best to take the interview on the spot.

8, The respondent must be interviewed alone. Unless instructions specify the contrary.

(In instances where there are only one or two rooms the interview might be conducted out of doors if the weather permits.) Brackets our own.

SOURCE: Interview Procedures - Adams, Stacy J., The University of North Carolina Press

CURRICULUM

The curriculum material is organized in a manner suited to learning situations for the functionally illiterate adult, that is, it proposes a number of problem areas rather than organized subject matter progressing from the simple to the more complex. A problem area is a specific area of study within a particular subject field. It includes a great variety of problems all related to the specific area being studied. The problem area is designed to be broken down quite easily into a number of sub-problems being a meaningful whole within itself.

Including subjects or elements related to basic education as follows:

1. Communicative skills: Reading, including alphabet recognition phonetic reading at appropriate beginner and progressive levels.
    a. Writing, penmanship, printed and written.
    b. Grammar, oral and written, including speech, spelling, sentence structure and word usage.
2. Arithmetic:
    a. Number skills, including learning the number system and proceeding to addition, subtraction, multiplication, division, using fractions, decimals and percentages including interest computation.
3. Social Studies:
    a. Civics and history, including basic knowledge of their local community, our "little" town, country, state, and national organizations, and government establishments and agencies. Sufficient knowledge of our nation and state will be taught to provide a citizenship interest and participation as well as pride.

Diversified occupational skills, including the development of work vocabulary, how to apply or negotiate for a job including preparation of job applications, preparation for job interviews.

5. Executing a testing program before, after, and during training in order to establish needs and levels of achievement, evaluating trainees progress, and encouraging trainees to greater achievement.

Materials have been grouped in broad areas and presented through approach of problem-of-living and needs. The content within an area is closely related, and it is intended that it be taught in a unified manner instead of as isolated subjects. There are no sharp dividing lines between the areas. The divisions have been made purely for organizational purposes in presenting the total scope of learning areas for the functionally illiterate adult. After reviewing the scope and sequence of each individual area, as presented in this guide, it becomes obvious that no one unified learning experience can be taught which will remain solely isolated from another. For example, the social studies--cannot be solely separated from communicative skills. Neither can interests and needs of trainees be separately identified at any level.

The organization of the material is based on the following:

1. Research and opinions of teachers and administrators of the program.

2. Research based on the examination of adult curricular materials.

3. Research based on current educational literature in adult education.

The areas treated are:

Communicative skills: This area includes a program of communicative skills in reading, listening, speaking, writing, observing, and spelling.

Social Studies: This area includes civics and history. The sequence of experience is developed through:

1. Knowledge of local community
2. Knowledge of our "little" town, county, state, and national organization
3. Knowledge of government establishments and agencies.

Arithmetic: This area includes a systematic development of basic number meanings and the structure of the number system through an orderly sequence of meaningful number situations.

Health and Sanitation?

This, however, not being treated as a separate area, is integrated in all possible areas of the above instructional phases.

Selecting Peference Material

The teacher would do well to keep a carefully indexed file of all reference materials available in her center, so that they may be found readily and used maximally. Also it is recommended that a teacher committee be organized for the purpose of making a continuous study of all instructional material. In selecting material, or in using that which is already at hand, the teacher should remember that the level placement of a book is flexible; that is, a book may be used by adults above or below the level for which it was designed by the publisher. In an ordinary class of adults in each level for example, there will be found trainees far above and far below what is thought of as the "said" level of ability. In many centers the number in a given level will be very small and there may be no trainee of "average" ability. This means that the teacher should select her materials in terms of the abilities of her trainees.

Suggestions for Planning a Daily Program

The daily program should provide for efficient use of the teacher's, teacher aide's, and trainee's time and teacher-trainee planning. The teacher need not feel obligated to recite or hear every class every day, but rather plans her day so as to help the trainees in their planning and preparation. In teacher planning, consideration should be given to correlating materials, grouping according to common problem and making other provisions conducive to caring for individual difference.

The following areas may be scheduled on the daily program:

1. Communicative skills

    Basic Reading
    Spelling
    Writing
    Listening
    Speaking
    Handwriting
    Observing

2. Social Studies

    Civics and History

3. Arithmetic

Being virtually impossible to organize a daily schedule of areas or subjects in this guide to meet the needs of all situations represented, it more advisable to list recommendations for teachers to follow in organizing a class schedule of daily or weekly educationa experience for trainees.

In developing a daily or weekly schedule, it is recommended:

1. That the trainee's day be divided into blocks of time. Larger units of time provide for more flexibilities in teacher-trainee planning from day to day. Such scheduling also provides more opportunities to meet the needs of trainees and overall time allotment for classes in the various areas.

2. That time be provided for basic reading skills at all levels and for the very slow, perhaps two reading periods can be alloted.

3. That the language arts and social studies be scheduled as comparison blocks of time, because of the many ways one complements the other.

4. That time allotments for individual subjects be considered daily in light of meeting the needs of trainees. All trainees do not need exactly the same time in each area or subject every day. The intrinsic value of allotting time for subject lies not in rate organization and scheduling but in giving groups and individuals help and attention when the time can be used most effectively for the good of all concerned.

5. That the daily program should not be considered inflexible but every teacher should prepare a daily or weekly plan to be followed as a guide. The trainee should have some part in the planning.

6. That teachers vary the daily schedule from week to week in such a manner that the day or week does not become monotonous.

7. That all schedules be considered flexible to meet unanticipated needs of individuals or groups.

8. That some release time from classroom situation be scheduled for demonstrations, field trips, etc.

The Instructional Program

For the purpose of the instructional program for the functionally illiterate adult, learning is changed behavior. This changed behavior occurs as a result of three factors which are basic to all learning:

1. Knowledge: (What to do and how to do it). Generally, lectures and reading assignments are the fastest and most economical ways of acquiring knowledge or understanding.
2. Attitudes: (the desire or willingness to put into practice what one has learned).
3. Skill: (the ability to apply on the job that knowledge which has been acquired in the process of training). To develop a skill, the demonstration-performance method and role-playing techniques are useful.

In view of the triple aspect of learning, there is no best method of teaching. The goal which the instructor sets will determine or dictate the method, and the effective teacher will plan his instructional approach with this principle in mind.

Learning is three dimensional and each of the dimensions has to be properly developed in order to insure effective instruction. The instructor must deliberately aim for each factor separately. Keeping a balance among all three of these factors is extremely important, and on the maintenance of this balance the success of the instructional program rests.

COMMUNICATIVE SKILLS

OVERVIEW

The communicative skills are all the processes through which meanings are communicated by the use of the spoken and written words. It consists of the following processes of oral and written communication: (1) listening; (2) speaking; (3) reading; and (4) writing including the subjects commonly known as spelling, composition, grammar and handwriting.

Communication is a two-way process: (1) getting impressions from others in what they think, in what they feel, and in what they mean; and (2) giving impressions to others in the form of ideas, thoughts and feelings. Communicative skills are the chief processes through which understanding, knowledge, habits, skills, appreciations, attitudes and interests are developed.

A. READING

The reading act in a simplified form for the functionally illiterate is as follows:

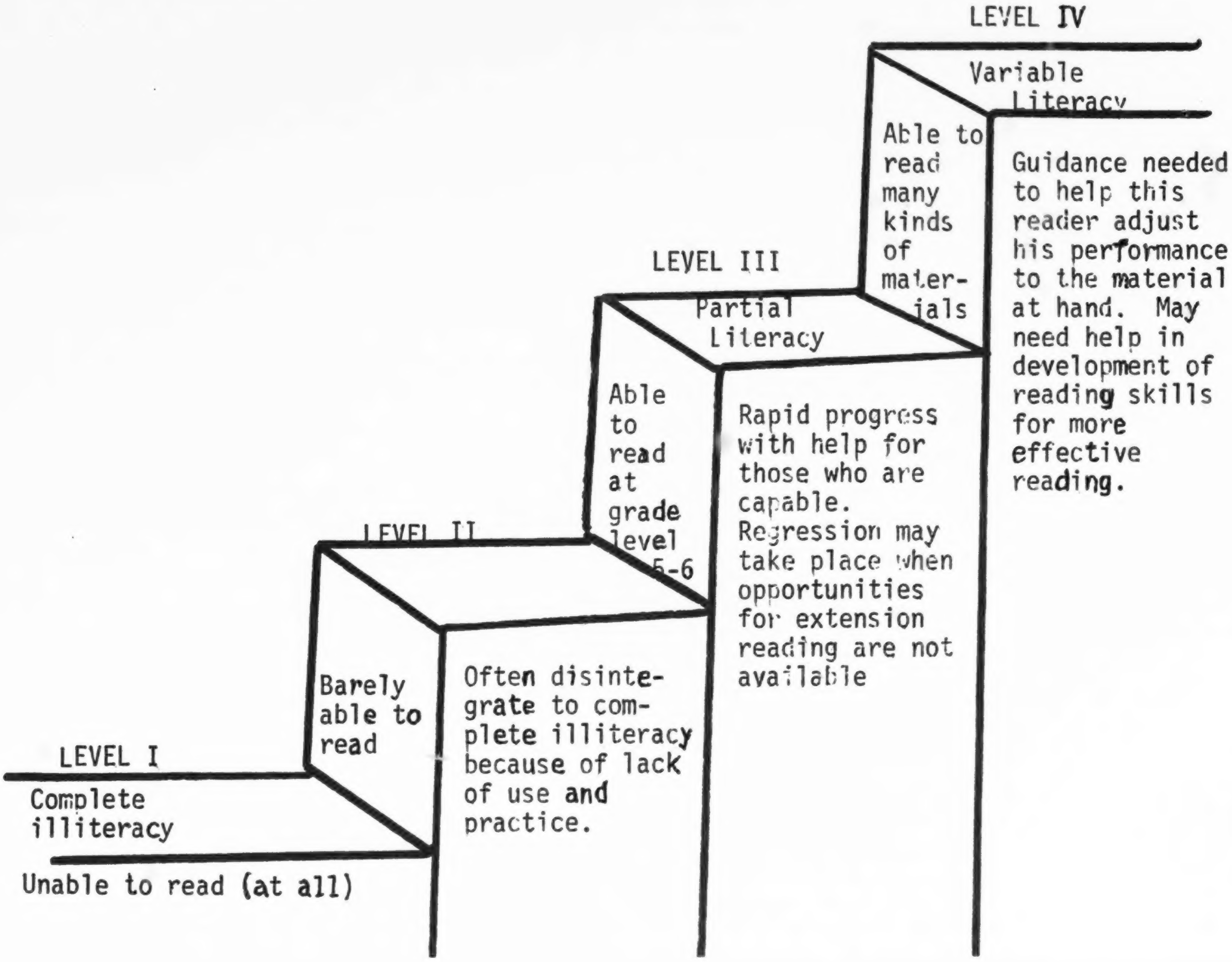
Reading =

clear perception of symbols	understanding of words, sentences and passages	+	interpretation of meaning	+	use of printed materials

This means that when the trainees read they must (1) see words clearly, noting the difference between b and d or between hand and hard; (2) have experiences which enable them to understand ideas expressed in a sentence or paragraph, as when they decide whether the word band, refers to an elastic binder, a musical organization, or a group of outlaws; (3) go beyond the literal understanding of printed symbols and be able not only to understand and judge, but put reading to use in some way, such as completing a job application, preparing a short report, or simply for enjoying a good lunch.

In constructing the instructional program in reading for the functionally illiterate, it has been deemed necessary to arrange skills according to levels because of the wide range of individual differences expected between trainees:

A diagram of levels to be used is presented in the following stairway of literacy:


LEVEL IV
Variable Literacy
Able to read many kinds of mater-ials
Guidance needed to help this reader adjust his performance to the material at hand. May need help in development of reading skills for more effective reading.
LEVEL III
Partial Literacy
Able to read at grade level 5-6
Rapid progress with help for those who are capable. Regression may take place when opportunities for extension reading are not available
LEVEL II
Barely able to read
Often disintegrate to complete illiteracy because of lack of use and practice.
LEVEL I
Complete illiteracy
Unable to read (at all)

The reading program for the functionally illiterate adult must be dictated by needs which are extremely diversified. As shown in the previous diagram, levels of literacy range from complete inability to read through the ability to read many kinds of materials at a variety of levels. The diagram represents an attempt to define levels of literacy with the realization that overlapping and artificial stratification are present.

Complete illiteracy and low-level literacy are in most instances considered together under the term functional literacy. The partial literates must be shown opportunities, when present, and actively urged to take advantage of them.

The objectives of the reading program:

1. The development of fundamental reading skills in:
    - a. recognizing words
    - b. securing word meanings
    - c. comprehending and interpreting what is read
    - d. reading silently at speeds appropriate to the material and purpose of reading
    - e. reading orally
    - f. using books efficiently
2. The provision of opportunity for rich and varied experiences through reading
3. The development of lasting interest in reading voluntarily
4. The acquisition of ability for using reading in resourceful ways to meet particular needs and interests.

Skills Necessary in Helping to Achieve Objectives:

There are many inter-related skills required in the reading process. Skills in this program are grouped according to levels of literacy which include those required in word recognition, word meaning, comprehension and interpretation, location of information, selection and evaluation of materials read, organization of materials read, and remembering. The major areas will constitute the focal points on which skills in reading are based.

Specific Skills for Levels I and II; Total and Partial Literacy:

1. Word recognition and analysis (visual)
    - a. observing details in pictures
    - b. noting likenesses and differences
    - c. noting forms of words
    - d. possessing a sight vocabulary

    Auditory
    - a. Identifying familiar sounds
    - b. hearing rhyming sounds
    - c. hearing parts of words
    - d. hearing words which begin alike
2. Word meaning
    - a. through explanations
    - b. through discussions
    - c. listening to stories and poems
    - d. retelling stories
    - e. recalling experiences

   - f. associating words with their meanings in pictures
   - g. asking questions about meanings
   - h. listening to programs on radio, television, movies

3. Comprehension and interpretation
   - a. interpreting pictures
   - b. grasping story sequence
   - c. recalling poems or stories
   - d. enjoying humor

4. Location of information
   - a. finding pictures for classification purposes
   - b. finding objects in pictures which answer specific questions

5. Selection and evaluation
   - a. deciding on plans for the day or a particular phase of work
   - b. judging own quality of work
   - c. deciding on content for experience chart
   - d. arranging materials for chalkboard, posters, etc.

6. Organization of materials read
   - a. retelling stories
   - b. classifying
   - c. dramatizing
   - d. recalling sequential events from stories read
   - e. planning work with the group

Level III.

1. Word recognition and analysis
   - a. through context and word form clues

      - (1). using simple sentences
      - (2). definition
      - (3). known synonym
      - (4). familiar expressions or language experience
      - (5). reflection of a mood or situation
      - (6). distinctive characteristics
    - b. simple structural and phonetic analysis through known words
      - (1). syllabication
      - (2). identifying basic words in compound words
      - (3). initial consonant sounds and rhyming elements
      - (4). initial and final consonants
      - (5). blends and diagraphs
      - (6). vowel differences
      - (7). recognizing parts of familiar hyphenated words
      - (8). noting root words and their common variants
      - (9). understanding contractions
- 2. Word meanings
    - a. through sentence and paragraph context
    - b. imagery of word form
    - c. association
    - d. oral discussion
    - e. visual forms
    - f. context clues
- 3. Comprehension and interpretation
    - a. organizing ideas

  - b. interpreting main idea
  - c. making judgment
  - d. recognizing emotional reaction
  - e. understanding motives

4. Location of information
   - a. reading orally to answer specific questions
   - b. reading for details and main idea
   - c. identifying sentences and paragraphs to answer questions
   - d. using index, table of content, dictionary and other resource materials to locate information

5. Selection and evaluation
   - a. deciding on plans for a day or a particular phase of work
   - b. judging own quality of work
   - c. discuss incident in the story
   - d. helping to decide on content for a small unit of work and use of experience chart
   - e. tell what a story or paragraph is about

6. Organization of material read
   - a. recalling sequential events
   - b. classifying
   - c. select words within a group which are related to certain ideas
   - d. retelling stories in a sequential order
   - e. making simple outlines
   - f. note taking

Level IV

1. Word recognition and analysis
    a. context clues
        (1). checking word analysis (pictoral and verbal)
        (2). discriminating between similar word forms
    b. phonetic and structural analysis
        (1). extended skills in initial and final consonant sounds
        (2). extended skills in the use of vowels
        (3). increased skills in noting the structural parts of words
        (4). increased skills in variant forms of root words using prefixes and suffixes
        (5). extended skills in syllabication
2. Word meanings
    a. using dictionary
    b. analyzing new words
    c. using imagery of known words to help identify new words
    d. associate meanings in different contexts (words may have more than one meaning or pronunciation)
    e. through oral discussion of real and fictional situation
    f. using context clues to derive new meanings independentl
3. Comprehension and interpretation
    a. organizing ideas for the purpose of remembering
    b. perceiving cause-effect relationship
    c. interpreting main idea
    d. recognizing emotional reactions

- e. understand motives
- f. anticipate outcomes
- g. note detail and perceive relationship

4. Location of information
    - a. read various sources to answer questions and locate information
    - b. identify mood or tone of a reading passage
    - c. using specific sentences and paragraphs to answer questions
5. Organization of material read
    - a. organizing ideas sequentially
    - b. dramatizing
    - c. drawing
    - d. recalling sequential events
    - e. making outlines and taking notes
6. Selection and evaluation
    - a. self appraisal
    - b. application of work independently
    - c. written reports
    - d. deciding on plans for a particular phase of work
    - e. decide on bulletin boards for unit of work and material for experience charts independently

B. SPELLING

The trainee must understand the importance of spelling. One is expected to spell correctly when written communication is in order, just as one is expected to say "please" or "excuse me" when the occasion demands it. An even stronger motivation is the fact that correct spelling can be a useful vocational tool, in filling out application forms when applying for jobs, etc. The individual found wanting in spelling skills may be penalized by his lack.

Since spelling power is considered of such importance in life situations, it is necessary that the teacher develop in the trainee the attitudes and skills which will help him meet his spelling needs successfully.

OBJECTIVES

1. To develop in the trainee the ability to spell automatically a gradually increasing number of words useful in writing.
2. To awaken an awareness of the need for correct spelling and a sense of responsibility for accuracy in spelling in all written work.
3. To help the trainee know and use the sources from which he can find words he cannot spell, or for words he wishes to check for spelling.
4. To help the trainee develop:
    a. effective methods in learning to spell
    b. a mastery of his individual difficulties in spelling
    c. the habit of checking his written work for errors

Skills Necessary in Helping to Achieve Objectives

When teaching spelling, the teacher must take into account all of the skills used in other communicative skills. Listening skills, speaking skills, reading skills, as well as skills in writing must be considered a part of the spelling program.

1. Methods of learning to spell
    a. Meaning and pronunciation
        (1). Pronouncing clearly
        (2). Use in simple sentence
    b. Imagery
        (1). See and say word correctly
        (2). Say word syllable by syllable
        (3). Spell
    c. Recall
    d. Write
    e. Mastery
2. Rules
    a. Silent e and final e
    b. Ending in consonants and y
    c. Syllabication; simple consonant and vowels; double consonant and suffixes
    d. Letter q
    e. Endings
    f. Capitalization (proper nouns and adjectives)
3. Word analysis skills
    a. Configuration
    b. Phonetic
    c. Structural
    d. Dictionary

            - (1). alphabetical order--beginning with the first letter and proceeding through the use of 2nd, 3rd, etc.
            - (2). use of guide words
            - (3). selecting correct meaning in terms of use in context

    4. Listening
        - a. rhyming words
        - b. words which begin or end alike
        - c. one syllable words which are alike in the middle when heard
        - d. picking out vowels when hearing through pronunciation

C. GRAMMAR

Objective in Grammar

To develop in the trainees the skills needed to communicate intelligently, effectively, interestingly and at ease.

1. Capitalization
    - a. names, days, months, holidays, cities, states, titles
2. Punctuation
    - a. periods, commas, question marks, semi-colons, colons, exclamation points, quotation marks, hyphens, apostrophes
3. Parts of speech
    - a. verbs
        - (1). recognition
        - (2). agreement of subject and very--specific rules
        - (3). correct usage of verbs
    - b. nouns
        - (1). recognition

        - (2). classification
        - (3). use of the possessive
        - (4). rules for forming plurals
    - c. pronouns
        - (1). classification
            - (a). personal pronouns, etc.
        - (2) correct usage of pronouns
    - d. recognition of subject and predicate in simple sentences
    - e. adjectives
        - (1). recognition
        - (2). correct usage
    - f. adverbs
        - (1). recognition
        - (2). correct usage
    - g. prepositions
        - (1). recognition of prepositional phrases and object of preposition
    - h. conjunction
    - i. interjection
- 4. Sentence structure
    - a. subjects
    - b. predicates
    - c. objects
- 5. Kinds of sentences
    - a. simple

b. compound

c. complex

6. Writing

a. simple and compound sentences that are clear, concise and unified

b. paragraph building

(1). kinds

(a). descriptive

(b). explanatory

(c). narrative

(2). choosing a topic

(3). topic sentence

c. creative writing

7. Letter writing

a. friendly letters

b. thank-you notes

c. (simple) outlining

8. Points to emphasize

a. writing complete sentence

b. correct usage

c. correct punctuation, spelling and capitalization

d. avoiding disagreement of subject and verb

9. Dictionary study

a. spelling

b. pronunciation of words

- c. parts of speech
- d. definition
- e. homonyms and synonyms
- f. vocabulary building

10. Speaking
    - a. oral discussion
    - b. oral reports, stories and short plays
    - c. points for emphasis
        - (1). good diction
        - (2). correct oral grammar or usage
        - (3). good posture
        - (4). elimination of distracting habits
        - (5). pronunciation
            - (a). uttering sounds in syllables and words in accepted order and accent
        - (6). articulation
            - (a). separating and relating sounds within words and between words--substitutions, omissions
        - (7). enunciation
            - (a). giving fullness or distinctiveness with which utterance is produced
        - (8). use of complete sentence
        - (9). recognize errors in speech
    - d. practice in the following speech situations:
        - (1). conversation

(2). discussions

(3). telephoning

(4). story telling

(5). dramatizing

(6). announcement, directions and explanation

D. HANDWRITING

Handwriting is a tool to be used in helping trainees communicate or record ideas. Adequate skill in the use of this tool to meet the individual's need for communication or reading should be developed. The emphasis in handwriting is not on a perfection of uniformity in style and speed, but rather upon legibility and ease of performance.

Objectives:

1. To develop interest in the use of handwriting to serve various purposes of written communication.
2. To develop a desire to write legibly so that one may share ideas.
3. To help the trainee acquire the ability to write automatically without having to think about letter form, spacing or direction of movement.
4. To help each trainee develop his own personal style and type of written communication.

Skills and Activities to Achieve Objectives:

1. Letter formation (manuscript)
    a. capital letters, slant, posture and spacing
    b. small letters, demonstrating how lines and curves are put together to form letters

c. practice in letter formation capital and small--using the tracing method

d. isolating new or difficult letters and give special emphasis for a short training exercise during instructional period

e. give training in the position of holding pencil, movement and placement of paper

2. Cursive

   a. select letter forms at the beginning of cursive that are similar in cursive and manuscript for practicing purposes

   b. emphasize and practice good letter forms with ease

   c. practice on correcting difficulties

      (1) incorrect letter forms

      (2) spacing between letters and words

      (3) slant and irregularity in the size of certain letters

      (4) practice for correction of difficulties with simple and familiar words, phrases and sentences which can be taken from each trainee's own written work

E. LISTENING:

Listening is a two-way process. There must be an interrelation between the speaker and listener and at the same time the message offered must be meaningful. It is an ability that is acquired through the spoken word. Guidance in listening is therefore important. Since listening is important the functionally illiterate adult must be skilled in how to listen, why to listen and what and to whom to listen.

Reading and listening are both receptive assimulative skills and cannot be separated. This is not to say that they are identical, but that there are many aspects in which they are alike, so therefore, some of the same skills can be utilized for both.

Example: As we must teach individuals to read for main points, we must also teach them to listen for main points.

OBJECTIVES:

Those activities must be provided that will help the individual attain the following aims:

1. To become conscious of the need for listening.
2. To observe social amenities in listening.
3. To listen with a purpose.
4. To listen carefully, critically and responsively.

Skills and Activities which will help to Achieve Objectives:

1. Purposeful listening

   Listening:

   a. for an answer to a question
   b. for direct association of sound and meaning
   c. to identify sounds heard at the beginning, middle, or end of a word and to discriminate among sounds (analyzing words phonetically)
   d. for news
   e. for new words and phrases
   f. for directions to be followed
   g. for an opportunity to express self creatively

2

2. Accurately.

   Listening:

   a. to follow a discussion intelligently

   b. to follow direction accurately

   c. to repeat orally or in writing exactly what has been said

   d. to summarize accurately

3. Responsively.

   How to listen with:

   a. courtesy

   b. giving attention

   c. responding to the beauty of words

   d. expressing feelings to beauty of sounds (music)

   Listen:

   e. with consciousness and reaction to sounds

   f. with understanding to meanings conveyed by a speaker

4. Critically.

   a. to determine sincerity or bias of a speaker

   b. to require evidence to support facts

   c. to detect misleading statements

   d. to watch for indefinite, emotionalized terms

   e. for main ideas

   f. to relate in sequence main incidents of a story

   g. to demand evidence for statements made.

F. Observing

Observing is a receptive skill which goes hand-in-hand with listening. Most of the same skills used in listening can be applied successfully in observing.

Objectives:

1. To make inferences and to arrive at conclusions for planning future actions.
2. To organize receptive communication into patterns for purely esthetic enjoyment.
3. Critically to examine what is seen and heard in the light of one's previous knowledge.

Skills and Activities to Achieve Objectives:

1. Discussion
    a. familiar signs and signals and their meanings
    b. color cues in safety signals and their meaning
    c. objects or events seen in filmstrips, on T.V., in the news
    d. messages implicit in posters and other pictorialization
    e. observations on fieldtrips, in demonstrations, etc.
        (1). make a list of observations to be made on field trips
        (2). write and read experience charts of observation
    f. diagram buildings, or community labeling locations of points of interest
2. Gaining information and to select
    a. making choices
    b. oral reports
    c. report of group

    d. resource persons

3. Demonstrations
    a. field trips
    b. announcements
    c. games, stories, dramatization and music presentation

4. Observing signs, signals, or community
    a. morning broadcast
    b. bulletin boards and announcement
    c. facial expression

COMPUTATIVE SKILLS

Number situations occur often in daily life. In order that trainees may understand the situation, they must know the meaning of the numbers involved. They can do "number thinking" only to the extent that they know what the numbers mean. The systematic development of the basic number meanings and of the structure of the number system is of primary importance if trainees are to use arithmetic successfully.

These trainees can understand and use numbers in a social or functional setting only when they learn how to solve problems through a development of basic principles and generalizations inherent in the numbers themselves. With this ability trainees are able to meet new and changing situations. The insights and generalization which result from meaningful experience with numbers and the number system enable the trainees to make intelligent observations and solutions when confronted with new situations involving numbers.

In learning how to solve problems, the trainee should be encouraged to: (1) participate in meaningful experiences with concrete materials; (2) to develop basic number concepts and an understanding of the number system and computational operations; and (3) to form desirable attitudes and appreciations concerning the use of numbers.

OBJECTIVES:

1. Develop basic ideas and meanings of numbers and of the operations of arithmetic.

2. Develop a continually growing concept of the structure of the number system.

3. Provide a variety of experiences in which trainees will use numbers in a functional way.

4. Stimulate a creative attitude of approach toward number situations.

5. Develop the use of skills and abilities in recognizing and solving quantitative relationship.

6. Develop a constantly expanding understanding and use of numbers as applied to money, value, measurement, time, location and quantity

7. Develop and enlarge a vocabulary for the use of numbers in meaningful situations.

Concepts and Skills to Achieve Objectives:

1. Numbers and the number systems

    a. identifying and reproducing small groups within numbers to 10

    b. understanding position meaning of number 1 - 10

    c. identifying and naming groups of tens and ones to 100 and also understanding place value of symbols

    d. read and write numbers to 1000

    e. develop an understanding of the significance of place value in our number system, especially of ones, tens, hundreds and thousands

    f. read and understand decimals through hundredths as an extension of the number system

2. Basic number facts

a. combining and separating groups

b. using addition and subtraction facts to 10

c. basic computation processes with whole numbers

(1) addition

(a) meaning and use of addition

(b) acquiring ability to add amounts of money using decimal points

(c) understanding the principle involved in carrying

(d) acquiring an understanding of addition and subtraction as related to processes

(e) developing skill and accuracy for adequate vocational training

(2) subtraction

(a) meaning and use of subtraction

(b) understanding the principle involved in borrowing, I.W., changing one ten to ones, one hundred to tens, etc.

(c) how to respond to all subtraction facts reasonably well

(d) acquiring the skill to subtract money

(e) develop the skill to an adequate level including ability to make reasonably estimates and to solve examples containing degree zero difficulty

(3) multiplication

(a) meaning and use of multiplication

(b) understanding multiplication and division as related processes of combining and separating groups

- (c). multiplying three digit multiplicands by one digit multipliers
- (d). respond to basic multiplication facts reasonably well
- (e). performing multiplication operations with dollars and cents

(4). division

- (a). meaning and understanding of dividing
- (b). understanding of generalization that division is the process of taking a group and breaking it up into equal parts. Also understand that it is a process related to subtraction and multiplication
- (c). work examples with one digit divisors and with zero in quotient and with remainders left as whole numbers
- (d). show that division is the process of taking a group and breaking it into a number of equal parts. Also show that division is a process related to subtraction and multiplication

3. Measurements

- a. length - inch, foot, yard, miles, acres
- b. weight - ounces, pounds, and tons
- c. time - second, minute, hour, day, week, month, year, and season
- d. liquid - pint, quart, and gallon
- e. temperature - boiling, freezing, zero, body temperature,
- f. some geometric shapes such as: circles, squares, etc.
- g. developing the ability to use measuring devices and to make estimates from the familiar use of standard references

4. Money
    a. uses coins to dollars
    b. how to count money
    c. an understanding of the relationship of coins to a dollar
    d. how to read and write money
    e. an understanding of how to make change
    f. how to figure multiple unit costs when cost of one item is known
    f. developing some knowledge of savings made in quantity purchases
5. Problem solving
    a. how to read and solve verbal problems
6. Fractions
    a. developing a meaningful understanding of 1/2, 1/3, 2/3, 1/4, 3/4
    b. developing a meaningful understanding of fractions as equal parts of wholes
    c. how to add and subtract fractions with denominators
    d. demonstrate fractional relationships of simple fractions with concrete materials
    e. addition of fractions (simple and mixed)
    f. subtraction of fractions (simple and mixed)
    g. multiplication of fractions (simple and mixed)
    h. division of fractions (simple and mixed)
7. Decimals and percentages
    a. developing the ability in social experiences to use decimal and percentage as in reading of automobile speedometer, using decimal point in dollars and cents, etc.

- b. developing the ability to use the four fundamental operations with dollars and cents
- c. developing meaningful understanding of tenths, hundredths and thousandths as decimals
- d. learning the name and meaning of percentage
- e. reading and writing percentage

8. Graph reading
    - a. how to use line and bar graphs to present information
    - b. how to use pictorial representation in graphs
    - c. how to present and interpret information in circle graphs
    - d. how to make simple maps of familiar areas

SOCIAL STUDIES

This part of the guide which emphasizes the trainee's understanding of his social world and his place in it will include two areas of learning, the social studies and social living programs. The nature of these areas is such that the teachings are overlapping or identical so are taught as one. This combination approach is particularly appropriate for the functional illiterate adult since it offers opportunity to give the trainee a working knowledge of his social world and how he fits into the scheme of things. For this reason the writer of this guide has adopted this approach and the term social studies has been selected to describe it.

The instruction in this area should be both direct and indirect. The direct instruction will grow out of the natural daily living experience in the classroom and the center. This will give the trainee practice in understanding social situations that help to make him acceptable in group living.

The direct instruction will come through units or problems relative to home, neighborhood and community relationship and/or units or problems on history and government of the state and nation. The emphasis will always be on helping the trainee grow into a cooperating citizen.

Objective -

To increase the trainees understanding and knowledge in the area of social relationship.

Activities:

A. Understanding of Self

1. Identification by

___ full written name

___ birth place and birth date

___ physical characteristics
(height, weight, sex, and race)

___ written address

___ written telephone number

___ written names of children and parents

___ names of children in personal references

___ personal preferences

2. At home

___ as a contributing family member inter-acting
with other persons and groups.

___ personal health

___ home maintenance

___ child care and training

___ sex education

B. Home and Family

1. Identification

___ type of house in which he is living

___ rooms in house

___ location and maintenance

___ kind of work he is doing

___ family finance

___ marriage

Observations

T.V.
Movies
Radio
Sports and games

C. Neighborhood

1. Identification

___ location, country and town

___ recreational facilities

___ businesses

___ relationship (personal and business)

___ family groups

___ job opportunities

___ religious differences

D. Community

1. Identification

___ location, address

___ jobs offered in specific occupation.
dairy
cosmotology, etc.

___ communication services

___ various repair services and public services

___ transportation services

___ educational services

2. Participation

a. Civic responsibility

___-___ protecting private property

______ protecting public property

______ voting (registration, etc.)

___ service organizations
(Red Cross, United Fund)

___ local laws

___ national laws

___ taxes

___ registration for draft

___ how to contribute toward making
the school, home and community a
desirable place in which to live.

3. Facilities in the Community

___ recreation
movies, parks and playgrounds.

___ services

___ civic
place of worship
community centers
post office
fire station
courthouse

___ public
newspaper, telephone, bank,
telegraph, public transportation,
power and light.

___ health
hospitals, T.B. Centers
mental health clinic

E. Historical Heritage

a. Contribution Holidays

Columbus Day
Halloween
Thanksgiving
Christmas
Lincoln's Birthday
Valentine's Day
Washington's Birthday
Easter
New Year's Day

Labor Day
Memorial Day
Independence Day
Veteran's Day

___ Discuss each holiday and tell what each contributed to the historical heritage of America.

___ Make a calendar of holidays

___ Listen to Recordings of Music for each holiday and identify the music with the holiday

F. The development of our country

1. Historical contribution

a. Early (Discuss)
Washington
flag
Lincoln
historical characters and pioneers.

b. Recent (Discuss)
World War I
World War II
United Nations

c. Current
local leaders
national leaders

2. Economic

a. Natural resources
water
forest
farmland
minerals
animals

3. Social

educational system
welfare system
unions
service organization

4. Governmental

    - President
    - governor
    - superintendent of school
    - elections
    - national
    - constitution
    - Declaration of Independence
    - Bill of Rights
    - election
    - conventions

5. State

    - constitution
    - election
    - city and county official
    - election

HOME AND FAMILY

In developing the content for this portion of the curriculum guide primary consideration is given to the desirability of transfer of training from the classroom performance and situation to the independent behaviors typical of adulthood. This portion is developed so that the teacher might connect the activities therein to the most realistic activities possible -

Objectives to Teach:

I. Family Relationships

  A. Cooperation
  B. Contributing
  C. Family values

II. Area of Family Living

  A. Homemaking skills
  B. Financing a family
  C. Starting a family
  D. Having a family
    1. Reproduction
    2. Parental care
    3. Child care
    4. Health
  E. Enjoying a family
  F. Community relationship

III. Sources of Help for Family Problems

  A. Family service agencies
  B. Medical and health agencies
  C. Churches

I. Objectives (No. I)

A. Family Relationships

1. Motivating Activities

   a. Show film about cooperation in the home

   b. Bulletin board display of photographs of families

   c. Stories about families or families activities

   d. Pictures illustrating family activities

   e. Trainee's report about personal experiences within family groups i.e., reunion, birthdays, anniversaries

   f. Stories about celebrations and holidays

   g. Discussion of home tasks and duties

   h. Display pictures of holiday celebration

   i. Show films of holiday customs

   j. Report of families in the news

2. Communication skills

   Discussion

   1. Need for cooperating and contributing in the family
   2. Examples of cooperation and contribution in families
   3. Ways of being cooperative
   4. Individual responsibility in sharing and cooperating in the family
   5. Family customs and celebrations
   6. Differences in ways holidays are celebrated
   7. Different ways which families observe special occasions.

B. Read and Write

1. Examples of cooperative experiences in the family

2. Stories of contributions made to the family

3. List of relatives with names

4. Magazines, newspaper for stories about accomplishment of families

5. Write about family activities or family experiences

6. List ways of helping in the home

7. Read stories concerning holiday customs

C. Arithmetic:

1. Numbers:
   ages of family members
   birthdates of members of the family

2. Comparison:
   ages, size, height and weight of members of family

3. Time:
   recognition of clock showing family schedule, i.e., time to get up, to eat, to watch T.V., to go to bed.

   Hour and half-hour, month, day, dates, i.e., birthdays and holidays.

4. Concepts:
   old - er - est
   young - er - est

5. Measurement Terms:
   Of height
   Of weight
   Of time

6. Cost:
   Problems relative to entertaining problems relative to cost of celebrating holiday, anniversaries.

7. Problems:
   Measuring and making place mats for table setting.

D. Unit Activities:
1. Social relationships (social studies) community activities in which family cooperation is required.

   Family celebrations relative to holidays and special occasions.

contributing member at home and family helpers in the home.

2. Physical Education
   Recreational games
   Social games
   Play party games

3. Health
   Mental health factors associated with being a cooperative and contributing member of the family.

4. Cultural Activities
   sing birthday songs and songs relative to holidays

   Listen to records relative to birthdays and holiday music

   Carry out seasonal activities such as making Christmas decorations, coloring Easter eggs, jack-o-lanters

   Make notebook of personal celebration

II. Objective (no. II)

A. Motivating Activities

1. Reports on kinds of tasks done in and around home.
2. Film on household tasks
3. Stories about family life
4. Film on activities in the home
5. Report on the arrival of a new baby
6. Trip to grocery store to teach economical buying
7. Use of magazine and newspaper for ideas on cooking and food prices.
8. Displaying pictures of attractive rooms
9. Trip to clothing store, department store, dry cleaning plant, laundry, shoe repair shop or launderette.
10. Assemble kits for personal grooming of nails, mending, darning, shoe shining.

11. Display of electrical cord, socket, broken chairs and household equipment needing repair.

12. Reports of job experiences

13. Poster of people at work

14. Films and information on community jobs.

15. Trip to bank, store or factory

B. Language arts

1. Discussions

___ Cleanliness in relation to food

___ Cleaners, soaps, polishers

___ Suitable clothing relative to quality, price

___ Wise shopping

___ Orderly clothes closet, cleaning and laundry procedure

___ Importance of labels, brand names, quality

___ Value of being able to make home repairs

___ Ways to repair household items

___ Different types of work

2. Read and Write:

___ grocery list

___ recipes

___ directions in connection with repairs

___ want ads in local newspapers

___ stories about people earning their living in different ways

___ literature relative to banking

___ list of jobs open to men and women

___ budget items in budget bank

C. Arithmetic

1. Problems

___ dealing with arithmetic found in recipe and food buying

___ relative to social security

2. Budget

___ weekly spending for food

___ clothing

3. Compute:

___ cost of cleaning supplies

___ cost for furnishing various rooms of the home

___ cost of tools and materials for home repairs

___ time and pay

___ pay check and deductions

4. Compare:

___ prices from newspaper ads or catalog

___ hourly wage rates

5. Buying:

___ cost in terms of durability and quality

6. Comparison

___ out of season buying with cost of seasonal buying

___ cost of making own repair with having repair done

___ cost of repair versus replacement of new equipment.

7. Measurement

___ use of ruler

8. Banking

___ use of bank book

___ checking account

___ savings account

___ deposit slips

C. Unit Activities

1. Social relationship

___ home care and maintenance

___ management of material and money in the home

___ personal inventory

___ earning power

___ wise and economical buying (compare quality and price)

___ compare income and living cost

___ health and accident insurance

___ child care as related to home art

2. Health

___ study of basic foods and their nutritional value.

___ simple study of main organs of the body as related to function and care

___ care of sick in the home

___ communicable diseases - prevention and care

___ mental health factors in saving for time of need or emergency.

3. Science

___ experiments to show effects of cleaners and polishes on wood.

___ experiments with colors for attractive combinations

___ basic food in relation to balanced diet

___ effects of heats of iron on different fabrics

___ test materials for color-fastness, shrinkage

___ keeping fit in relation to nutrition, personal appearance, dental care, exercise, and rest.

D. Cultural Activities

___ plan menus using basic foods

___ make diagrams of correct table setting

___ maps showing sources of food

___ plan scrapbook of pictures for an attractive home

___ sewing projects such as mending, darning, sewing on buttons, making a new garment, crocheting, quilting, etc.

___ wash windows

___ repair electrical cords

___ scrapbook of pictures illustrating kinds of jobs

___ collect and display materials on preparing for job interviews.

___ find illustrations about care of the skin

___ demonstration (with life size doll) in baby care

___ plan and prepare a tray of food for a person who is ill.

___ collect and display material on home care of the ill.

III. Objective (No. III)

A. Sources of help for family problems

1. Motivating activities

___ visit from agencies personnel to describe nature of services rendered

___ field trip around the community to learn sources of help, i.e., hospital, clinics, churches, etc.

___ read stories from newspaper, magazine, or books on how agencies help in case of need.

___ report on progress of friend in hospital.

2. Communication skills

a. Discussion

___ of people and places that can be considered as sources of help in case of emergency.

___ sources of community assistance

___ value of services

___ purpose and services of agencies

b. Dramatization

___ emergencies and how to meet them

___ causes of home accidents and ways to prevent them.

c. Write

___ safety rules for different emergency situations

___ list of places where family may obtain help, i.e., medical & health services, etc.

3. Arithmetic

a. Time:

___ hour, half-hour

___ 5 minute intervals

b. Measurement terms:

___ mile, feet, yard

c. Concept:

___ cost of service

___ free service

d. Compute:

___ cost of hospital service and insurance plan.

___ cost of life insurance

4. Unit activities

a. Social relationship

___ community agencies as related to health services, financial help, advisory help or social and spiritaual advice.

___ community facilities available to families in time of need or emergency

___ insurance as way of helping self in time of need.

b. Health

___ first aid in and around home

___ mental health factors in asking for and accepting assistance.

5. Cultural activities

___ Exhibits illustrating safety at home, causes and prevention of accidents

___ make a map of community showing location of sources of help, i.e., fire department, police department.

___ collect literature concerning various agencies and make a file.

___ locate local service facilities on large map.

OCCUPATIONAL ADEQUACY
(Skills for Occupational Competencies)

Objectives to Teach:

I. Personal Competencies for Working

  A. Work habits

    ___ care of equipment

    ___ conservation of materials

    ___ organization of time, effort, task

    ___ attention to safety

    ___ regular and punctual attendance

  B. Self-care and appraisal

    ___ grooming

    ___ health

    ___ abilities and limitations

II. Social Competencies for Working

  A. Getting along with others

    ___ persons in authority

    ___ fellow workers

    ___ unemployment insurance

    ___ hospital insurance

    ___ pension

    ___ savings

    ___ credit unions

III. Academic Competencies for Working

    ___ conversation

    ___ reading and writing (spelling)

ACTIVITIES TO ACHIEVE OBJECTIVES

I. Objective (No. I)

A. Personal competency for working

1. Motivating activities

___ Display of pictures to illustrate various work habits.

___ Film on use of tools

___ Film on grooming and good health habits.

___ Discussion relative to cleaning up following a work project.

___ Sewing projects for women

___ Woodworking projects for men

___ Chart on care of teeth

___ Demonstration on care of hair and nails

2. Communication skills

a. Discussion

___ importance of completing a task

___ need for cleaning up and putting equipment away properly.

___ need for organizing time, effort and task properly.

___ need for punctuality and consistency in attendance at work.

___ penalties and loss of pay for absences and tardiness.

___ role of proper grooming in getting and keeping a job.

___ importance of correct posture

___ methods of keeping clothing clean, i.e., working and cleaning.

___ effort of proper food and ability to work and disposition.

___ role good health plays in keeping a job.

___ eating habits

___ sleeping habits

___ first aid, medical care and accident prevention.

___ occupational aspiration

___ individual characteristics, strengths, and weaknesses as they to specific jobs.

___ ways of selecting an occupation.

b. Write

___ list of requirements for different jobs

___ make a notebook on different jobs

___ list various care processes and supplies needed i.e., shaving cream, razor; bathing - soap, wash rag, towel.

___ balance menu

___ list health and safety measures

___ list desirable personal characteristic of various jobs

___ list qualifications of various jobs

c. Read

___ books and pamphlets on personal care

___ books and pamphlets on disease and accident prevention.

___ want ads to see kinds of job available

d. Spell

___ common words related to self-care

___ common work words and understand the meanings.

2. Arithmetic

a. Compute

___ problems related to cost of cleaning

___ difference in cost of doing own laundry and having it done.

___ cost of beauty shop care vs self care

___ cost of making a garment

___ difference between ready-to-wear and hand-made garments

___ cost of meals

___ cost of carrying lunches

___ cost of eating lunches in restaurants

___ compare cost

___ salary for regular working hours

___ salary for over-time pay

___ pay by week, day or month

b. Measurements

___ learning to know size of garment, shoe, hose sizes.

c. Problems-

___ relative to loss of wages due to illness or accident.

___ relative to cost of medical and dental care.

___ social security payment

4. Unit Activities

   a. Physical Education

      ___ posture exercises

   b. Science

      ___ experiment on effect of soil or clothes

      ___ Discuss the parts of the body and their function in relation to health.

   c. Health

      ___ personal hygiene

      ___ mental health factors in good grooming and effect on relationship with others.

      ___ common disease- prevention and care

      ___ mental health factors in knowing ones realistic abilities and limitations

      ___ mental health factors in adequate occupational competence and productive employment.

5. Cultural Activities

   ___ make chart showing tools and names

   ___ build tool rack

   ___ group projects on decorating room, shelves, curtains as needed.

   ___ plan and make a woodwork project. (steps, privy, etc.)

   ___ make garments from older garments or clothings

   ___ collect and display swatches to illustrate color combination.

   ___ plan a well balanced breakfast or lunch (using inexpensive foodstuff)

___ make a scrapbook of menus for breakfast, lunch and dinner.

___ scrapbook on appropriate jobs

___ visit local office of State Employment Service

___ visit employment office of plant or store

II. Objective (No. II)

A. Social Competency for Working

1. Motivating Activities

___ Discussion on Vocational Rehabilitation by a consultant in Vocational Training.

___ Discussion on looking and applying for a job

___ Discuss various kinds of social security for workers.

___ Discuss social security cards

___ Discussion by consultant on job skills

___ Show a film on occupational competencies.

___ Pamphlets and tests telling of occupations and skills.

2. Communicative skills

a. Discussions

___ The need for planning ahead

___ Methods of giving workers security during illness from accident, unemployment.

___ Purposes of unions, unemployment insurance, pensions.

___ Getting along with fellow workers as a requisite for keeping a job.

___ How to get a job.

___ The role of communication in occupation.

___ The various techniques of communication.

___ The characteristics of effective and ineffective communication.

b. Dramatizing

___ interview with an employer

___ telephone conversation in relation to want ads.

c. Write

___ practice on filling out application forms and other various kinds of forms relative to employment.

d. Read

___ want ads

___ books relative to getting a job

___ social security, tax and other common forms and applications.

___ instructions on equipment and machinery

3. Arithmetic

a. Compute

___ union dues, assessments, overtime pay, various insurance payments.

___ income from savings account

___ pay for pay period, i.e., for week, month, year.

___ cost of clothing for the job

___ income tax

b. Banking

___ practice filling out checks and deposit slips.

c. Budgeting

___ income with reasonable insurance and savings.

d. Estimate

___ time involved in performing various tasks.

___ time involved in traveling various distances in the community.

HEALTH AND SAFETY

Objectives:

- I. To increase the trainees' knowledge about:
  - A. Physical Health
    - 1. Basic health needs
      - a. Nutrition
      - b. Cleanliness
        - (1) Personal
        - (2) Clothing
        - (3) Food
        - (4) Surroundings
  - B. Hygenic measures
    - 1. Common diseases
    - 2. Sanitation
    - 3. Rest and sleep
    - 4. Body structure and function
  - C. Services
    - 1. Private physician
    - 2. Private dentist
    - 3. Clinics (physical and mental)
    - 4. Hospital (private and public)
    - 5. Public Health Department
    - 6. Public Laws (alcohol and narcotics)
- II. To increase the trainees' knowledge about:
  - A. Preventive Safety Measures

1. Safety rules and laws
2. Fire prevention
    a. School
    b. Home
    c. Community
3. Disaster aids
    a. Weather forecasts
    b. Civil defense

B. Corrective Safety Measures

1. First aid
    a. Home
    b. School
    c. Community
2. Disaster aids
    a. Civil defense
    b. Red Cross
3. Insurance

I. Physical Health

A. Motivating activities:

--- Show film depicting good health habits

--- Film on personal cleanliness

--- Display posters showing well dressed persons

--- Charts of feet, showing effects of wrong kind of shoes

--- Film on communicative diseases

--- Visit by a nurse to discuss the effects of illnesses

- --- Pictures of clean neighborhood and neglected areas
- --- Visit from official of Department of Public Health
- --- Display health posters
- --- Film on the need for adequate rest
- --- Incident illustrating effect of loss of sleep on people
- --- Film or filmstrip on body structure and function
- --- Talk by a nurse on body structure and function
- --- Display pictures of happy active people

B. Activities to achieve objectives:

1. Discuss:

   - --- Proper weight in proportion to height
   - --- How to control weight
   - --- Classification of food
   - --- Evaluate diet according to basic foods recommended for a balanced diet
   - --- How food effects skin and teeth
   - --- How cleanliness is related to health
   - --- Use of cosmetic and toilet articles
   - --- Importance of neat and clean clothes
   - --- Correct clothing for specific activities
   - --- Personal cleanliness in preparation of foods
   - --- Good practices and laws concerning quarantine, isolation, disinfection, immunization, vaccination
   - --- Individual's responsibilities in controlling spread of disease
   - --- The contrast in appearance of clean and neglected communities

--- Spread of disease in neglected areas

--- Disposal of waste in the community

--- Rodents and insects as a menace to health

--- The role of rest, relaxation, and sleep in the total day's function

--- Personal experience due to loss of sleep

--- The major external and internal organs and their roles in body functions

2. Write:

--- List foods in the various classifications

--- Write and spell name of common foods

--- List methods for prolonging life of clothing

--- List cleaning agents for foods and utensils

--- Desirable habits related to rest, relaxation, and sleep

--- Write and spell common words related to body structure and function

3. Read:

--- Cookbooks for directions and recipes

--- Books and other literature relative to colds and other common diseases

--- Pamphlets and books relative to control of communicable diseases

--- Pamphlets and books on rest and sleep

--- Health pamphlets on care of the body

4. Other activities:

--- Develop a list of well-balanced menus for a family, showing the trainees how to develop the menu according to different type budgets (low, medium, and high).

--- Dramatize ordering a meal in a restaurant.

--- Make food chart showing foods that help to build good teeth, bones, muscles, blood.

--- Display cut-outs of clothing for various activities or occasions.

--- Have a project on learning to wash and press clothes of different textiles.

--- Have a project on the care of the sick at home.

--- Compile simple record of information on prevention or care of common diseases of children.

--- Project on making simple home repairs.

--- Collect and display posters showing good sleeping conditions.

--- Make a notebook on proper care of bed and bedding.

--- Have a project on making a quilt.

--- Make health posters using trainees' ideas and materials.

II. Services

A. Motivating activities

--- Film on hospital services

--- Getting the following check ups: dental, visual, and auditory, health examination

--- Newspaper articles about someone in the hospital

--- Patent medicine, ads on radio, and on T.V.

--- Have clean-up day campaign

--- Posters from health and medical services

--- Visit to local health department

B. Activities to achieve objectives

1. Discussion:

    - --- How to use the phone book to call for medical assistance

    - --- Value of health check up

    - --- Dangers of indiscriminate use of medicine and drugs

    - --- Role of community agencies and clinics in providing medical, dental, and mental health services

    - --- Why we support agencies and health drives

2. Dramatize:

    - --- Calling a doctor for a home emergency

    - --- Calling a doctor for an appointment for check up

    - --- Visit to a dentist

3. Read:

    - --- Labels on bottles and tubes of medicine

    - --- Quarantine signs

4. Write:

    - --- List various medical agencies supported by fund drives and requisities for receiving their services

III. Preventive Safety Measures

A. Motivating activities:

- --- Explore pamphlets and articles about the fire department and its activities

- --- Look at booklets about rules for driving

- --- Talk by consultant on safety rules and laws

- --- Explain "conelrad" the warning signal on radio

--- Reports of home accidents

--- Have weather reports from newspapers, T.V., radio

B. Activities to achieve objectives

1. Discuss:

--- Ways which prevent panic in case of fire

--- Places where fire drills are needed

--- Types and causes of home accidents

--- The prevention of home accidents and where other accidents may occur

--- Pedestrian safety laws and need for safety rules for pedestrians

--- Safety rules necessary for driving

--- Purpose of radio warning

--- Meaning of, and reason for civil defense

--- Value of weather reports and forecast

2. Write:

--- Pedestrian safety laws

--- Rules which prevent panic in the case of fire

--- Write and spell terms related to safety measures, i.e., air raid shelter, fire alarm, etc., and common words used in safety measures

3. Read:

--- Safety booklets

--- Books on safety

--- Weather reports in newspapers

--- Information from text used relative to weather conditions

IV. Other activities

--- Make charts illustration fire and accident hazards

--- Make "clean-up week" and "fire prevention week" posters

--- Discuss:

A. Sanitation

1. Toilet facilities

2. Garbage disposal

V. Corrective Safety Measures

A. Motivating activities

--- First aid demonstration

--- Discuss an accident which happened at home

--- Discuss local newspaper articles and pictures of houses damaged by wind, fire, or water

--- Announce drive for emergency funds for disaster purposes

--- Show trainees insurance policy

B. Activities to achieve objectives

1. Discussion:

--- Value of first aid

--- Instruction in life saving

--- Loss of property

--- Financial loss

--- Insurance as means of assistance and sharing disaster

--- Organizations which assist in time of disaster

--- Public responsibility in time of disaster

--- Purpose of a disaster drive

--- Insurance as a way of saving for emergencies

2. Read:

--- Newspaper articles relative to various kinds of disaster

--- Pamphlets relative to first-aid care of sick

3. Other activities:

--- Demonstrations of first-aid practices

--- Demonstrations in home nursing practices

--- Prepare tray and a meal for a bed patient

CULTURAL ACTIVITIES

Objectives:

To increase the trainees appreciation and understanding of the aesthetic values in our society.

I. Motivating activities

___ visit to museums, concerts, theatre and art galleries.

___ talks on art and music appreciation from a consultant.

___ response from trainees on recordings of different kinds of music.

___ filmstrips on music appreciation, paintings, drawings, and arts.

___ discussions on what is liked in home beautification.

___ bulletin boards of different recordings, paintings, and home decorations.

___ select pictures of paintings and illustrations of country and city scenes.

___ dramatization letting trainees role play.

II. Home Improvement

A. Discussion

___ beautification of the home and its surroundings.

___ those things that will enhance the aesthetic value of trainees:

1. music (kinds)
2. paintings
3. drawings
4. color schemes in the home
5. attractive and proper table settings

6. remodeling of furniture

7. good and varied reading materials

8. T. V. programs on art and music appreciation

9. flower arrangement

___ how to entertain properly on special occasions, i.e., July 4, Thanksgiving, etc.

1. foods and refreshment

2. games

3. music

4. decoration

III. Grooming

___ personal

___ proper dress for different occasions

___ methods of keeping clothing clean

___ selection of clothing - size, and colors

IV. Etiquette

___ importance of good etiquette

___ speaking properly and showing courtesy.

___ social factors which help to get along with others.

V. Demonstrations

___ different kinds of music for different occasions.

___ color schemes

___ furniture arrangements

___ flower arrangement

___ paintings, drawings

___ remodeling furniture

___ attractive and proper table setting

___ dressing properly for different occasions and how to take care of clothing.

VI. Communication

___ Discuss the purpose for field trips

  a. what to look for and what is to be expected on field trips.

  b. have question and answer period after field trips are over.

___ Let trainees write in their own words a reaction to the arts (paintings, drawings, etc.) and music they now know about.

___ give a report (written and verbally) on kinds of music, paintings they like, home beautification, good etiquette and good grooming.

___ make an experience chart and bulletin board using their own ideas and materials.

METHODS AND TECHNIQUES

The purpose of this chapter is to give the teachers a perspective of the different kinds of methods and techniques available for teaching adults. Its purpose is to provide suggestive ideas in three phases: (1) orientation, (2) determining trainee's functioning level, and (3) methods and techniques. It is designed with a ready reference of suggested techniques, and is to be used concurrently with other suggestions found in the Curriculum and Methods Handbook.

Other than having a knowledge of the outcomes desired, the teacher should be familiar with many different kinds of learning situations necessary to attain them. In planning, it is important that the teacher know how to organize and use effectively the best teaching techniques and methods available.

The techniques suggested here have been compiled from SEAW workshops, committee meetings, material submitted by SEAW teachers and generally accepted methods in adult education. They are by no means exhaustive.

It is recommended that the techniques presented be used by the teacher when they are adaptable to his situation, build on those provided and in instances where none appear desirable, devise his own.

ORIENTATION ON METHODS AND TECHNIQUES

SOME PRINCIPLES

Before considering the kinds of methods and techniques a brief overview of the two is practical. Method is used for organization and purposes of diffusion. Technique on the other hand is to facilitate in the acquisition of knowledge, it is the function of the learning situation. Method, then, is organization and technique-procedure.

METHODS AS THEY RELATED TO THE SEAW PROGRAM

METHODS ACCORDING TO USE

INDIVIDUAL CONTACT

Home visitations
Referrals
Office visits by trainees
Private conferences at school
Personal letters

GROUP CONTACTS

Classroom discussions
Tours
Advisory Council Meetings
Demonstrational projects
Leader training meetings
Miscellaneous meetings

MASS CONTACT

Radio - Television
Bulletins
Posters
Assembly
Convention
News stories
Exhibits

METHODS ACCORDING TO FORM WRITTEN

Written assignments
Letters - business and friendly

SPOKEN

Lecture - demonstration
Oral reports
Group reports
Oral reading
Resource persons

VISUAL

Exhibits
Posters
Dramatizations -demonstrations
Films, charts, slides and others
Visual aids

TECHNIQUES

To acquire information
Lecture, panel discussion
Forum, debate
Field trips
Correspondence
Book list for reading
Interview
Role playing
Buzz sessions

TO ACQUIRE SKILLS

Specific task - communicative or manipulative
Demonstrations
Drill
Projects
Apprenticeship
How to perform

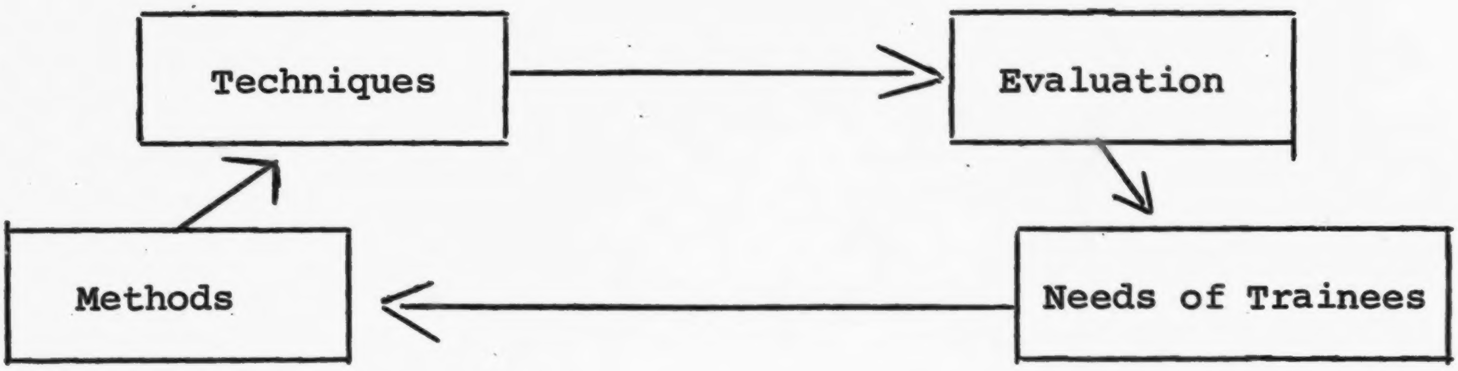
TO APPLY KNOWLEDGE

Trainee utilize skills and apply principles to new situations
Trainee freed from habitual action by relying on new skills and knowledge
Trainee use decision-making process to solve everyday problems and to integrate isolated facts through discussions, internship, committee participation, workshops, programs, etc.

Teachers of adults must know how to cope with their classroom situations skillfully in order to provide effective learning situations.

All possible techniques should be studied and used when directing trainee activities. A variety of methods and techniques will aid the teacher in the learning process. But the methods and techniques are not effective if used without planning.

PLANNING INVOLVES



The daily plans should be adapted to the interest, capacities, and needs of the trainees. The objectives of a particular lesson should be stated clearly. Outcomes to be achieved in terms of factual knowledge, skills, attitudes, etc., should also be formulated. Then activities should be selected for achieving these goals.

In most instances the trainee will require motivation and individual guidance. The skillful teacher will provide flexibility in his planning to make the classroom activities interesting, entertaining and attractive. Guidance is necessary in teaching good study habits, helping the trainee evaluate his progress and in conferences to discuss personal problems.

A majority of the trainees will be aware of their strengths and weaknesses. However, they may have a tendency to underestimate what they can accomplish because of past failures, and might be reluctant to undertake some activities. They may very well succeed with these activities through guidance and direction from the teacher.

An adult, because of his experiences, will be highly specialized. His interest will be determined by the learning activity and the role he plays in selecting the activity. In many activities he will have a wider range of knowledge concerning some particular situation than the teacher has. The teacher must be able to adjust to such situations while at the same time controlling the learning experiences of his class.

The trainee will acquire skills through practice, but practice works only when the trainee sees the results of his practice. Don't discourage even the slowest learner--commend him on his work. Accent the positive not the negative.

In instances where individuals are slow responding by themselves, they produce with groups where they are able to hear a variety of problems discussed, formulate hypotheses, amass relevant evidence and evaluate conclusions. The total illiterate can provide something for group discussion.

The learning activity should not be one of stress. The trainee should be relaxed and the teacher-pupil relationship erased as much as practical. The teacher's role is no longer that of a teacher, but rather another adult providing guidance and direction in informal learning activities.

The teacher must maintain a wholesome relationship with the trainees, his co-workers and the community. Remembering at all times that the program is to provide functional illiterates an opportunity to receive foundation education and a knowledge of a variety of new skills that may be useful to help them toward a productive life...to meet personal, social and educational needs...to reveal new ideas, to encourage creative approaches and broaden views by exploring new and unfamiliar areas.

Phase I - Orientation

The trainees will enter the classroom with a wide range of experiences. The initial phase of the classroom activity should be devoted to helping each trainee adjust to his new situation.

One helpful way is to inform them that the purpose of the classes will not be just to cover information, but to provide information which will be beneficial to each one of them. The teacher will indicate that he is aware of individual differences and does not expect everyone to perform at the same level. When the teacher reminds the trainees of this, they will eventually admit the fact and begin responding to individual learning situations.

The classroom should be arranged to provide an informal atmosphere. Simple adult games may be used, the trainees may be rotated in groups for get acquainted buzz sessions. If possible, assembly and devotion may be conducted during this phase.

It is most important to seek trainee participation - voluntary - it is not wise to ask any one individual to submit to an informal oral discussion about himself or his community at this point. The teacher will discover that if two or three volunteer, others will eventually do so. It is also not wise to assign seats during the orientation phase when grouping.

Seating arrangement is important. Adults do not particularly enjoy sitting in desks that were originally provided for teenagers. Chairs and tables will afford good seating arrangement conducive to learning. If the lights are too dim, and in most instances they will be, have the custodian to install larger bulbs.

Several unique methods may be employed to create an atmosphere for learning. Each teacher is expected to build on and enrich the suggestions presented.

Another technique may be employed as a final step in the orientation phase. Have the trainees bring a household inventory. The teacher may explain that this is for his file. This inventory may be used for a variety of purposes: (1) to establish what each trainee has on hand, (2) to discover his needs, (3) to aid in home visitation planning, (4) to determine if each trainee can read and write - spelling ability.

The above step leads the teacher to the second phase, no time limit may be put on the first and second phase. This will be determined by the individual classes.

Phase II - Determining levels of trainees.

This phase overlaps greatly with Phase I because the teacher will be involved with Phase II from the moment the trainees enter the classroom.

One guide the teacher will have is the official class roll which is provided by the office. This gives age, sex, grade completed with other important information. The teacher should use descretion in grouping because if a trainee is placed in one group and does not function with the group level, he will have to be moved. In many cases this will damage or impair the learning situation for that particular trainee.

The teacher of course has pointed out individual differences, but in instances where a trainee must re re-grouped there is a serious possibility of a drop-out or loss of interest. If a trainee must be re-grouped the teacher must do it as diplomatically as possible. Perhaps the particular trainee may continue language arts with the original group and have computative skills with another group, etc.

The daily sign-in sheet will help in determining penmanship. This is also an aid in determining trainees functioning levels.

The use of simple mimeographed materials which necessitate reading, writing and number work can provide information for Phase II.

The official standardized test to be used for pretesting will be given during Phase II.

Phase III - Methods and Techniques

The method and techniques used should be flexible. Procedures materials and aids should be adapted to meet the particular needs of the trainee in any learning situation.

1. Some suggested uses of audio-visual materials

   A. Film, slides and film strips are an invaluable aid and can be utilized in a variety of ways to effect learning. They are a means of stimulating discussion, imparting knowledge, developing comprehension, organizing ideas, judging and evaluating. Trainees should, if possible, take notes. Questions to be asked or ideas to be discussed.

   NOTE: A film, slide or film strip should not be shown without having been previewed by the teacher. If the situation does occur, then the film should be shown a second time and in some instances a third time. However, this is not even wise. The film, if not familiar to the teacher, could have a devastating effect on the purpose and intent of the lesson.

   Film and film strips can be used for any subject matter, especially for introduction of new subject matter. They can be stopped, repeated and if necessary completely reshown. They are helpful in determining retention and interest.

   The slides, film and filmstrips should definitely be discussed. This may be done several ways. In some instances just allow the class to talk. A good teacher will provide subtle guidance to what appears to begin as a haphazard discussion. Many interesting ideas, plans, and projects will be derived from just such a discussion. One or several trainees might be asked (or volunteer) to discuss the film.

   A short written report might be required before the film is discussed. Another written report might be required after the film is discussed. These papers could be compared to see if there were any changes in each trainee's reaction to the film. Example, retention as an individual as compared to retention after group discussion.

B. Tapes are especially effective in language arts. Diction, syllabication, and phrases of each trainee can be heard by himself. He should know how and what he sounds like. Oral reading might be taped to help in improving reading habits. Tapes are useful in retention, for listening and absorbing information. Tapes help to provide the teacher time to work with other groups or individuals. It should be noted that the use of the tape recording machine is practical only after the trainees initial exposure to other audio-visual material. Such will have provided them time to overcome the fear of speaking into a machine which records a voice.

C. Records, like tapes, may be used in language arts for diction. They may be used in history classes to tell stories, explain aspects of health and sanitation. Basic music appreciation can be taught with a good selection of records. Songs may be taught also.

D. Radio and Television may be used for current events. News analysis to be used in history and language arts to provide a pictorial account of places, events, and other people. Various shows (commercial specials) provide a vast amount of topics for classroom discussion. Reports (oral or written) many ETV shows are easily correlated to classroom activities for general information.

E. The chalkboard should be used at all times for demonstration and evaluation purposes. Charts, and maps, letters, paragraphs symbols, line techniques, etc., are immediately available to every trainee in the room.

F. Overhead projector - to develop mathematical skills and to demonstrate line techniques in writing by using transparencies and sheets of acetate.

G. Opaque projector - for projecting pictures, handwritten materials, charts, sketches, etc.

II. Suggested uses of printed materials

A. Job applications, social security applications, birth certificates, receipts, budget forms, checks, sales slips, money orders, etc., are necessary in the classroom for instructing the trainees. Copies of these may be secured and mimeographed if not enough are available. In preparing the trainees for occupational skills, it is imperative that they know how to get a job, finding out about jobs, applying for jobs, having an interview and how to keep a job. Classroom activities through demonstrations by the trainees are effective. These simulated situations of job interviews, job courtesy, proper clothes are essential in teaching occupational skills.

The newspaper is an everyday aspect of our society. Yet only a few daily or weekly papers reach the homes of the trainees. The newspaper can be used to demonstrate how to look for and where to find a job. Books, booklets and pamphlets are used to provide experiences related to the classroom situation. Outside reading should be encouraged.

III. Teacher Made Materials:

A. Flannel boards may be used to illustrate computative skills, language arts, health and sanitation, etc. Through lecture-demonstrations by the teacher as well as the trainee, it provides a pictorial illustration of a variety of materials.

B. Bulletin boards, posters, charts: colorfully, neatly and conveniently arranged may be used to depict events, health and sanitation, historical viewpoints, introductions of teaching materials and work of trainees.

C. Abacus - constructed from wire and bottle tops enables, through individual use, the trainees to acquire a command of basic sums, subtraction, place value, and concepts of numbers. Each trainee could be shown how to construct his own and demonstrations given by the teacher and the trainees.

D. Teacher made test and booklets - simple booklets may be constructed to keep a progress report on each trainee - test for purposes of evaluation and planning.

E. Other ingenious aids should be prepared by the teacher. All these techniques can be supplemented through field trips, excursions, resource persons and other outlets available in the respective communities.

A Structural Design Technique for Teaching Language Skills

In order for an adult to develop toward a maturity in language skills, the program should provide an awareness of basic meanings and understandings. The adult must increase his vocabulary, comprehension and his ability to recognize and understand the meaning of words. He must be able to organize his ideas in sequence, judge and evaluate, locate information and remember.

Visual, auditory and phonetic aids are essential in a language program. Those listed previously along with many others, are essential in techniques to effect good reading habits.

The design below is a guide which can be incorporated in a lesson plan for a language program, and may also be used in other areas.

1. Purpose of the unit. In most lessons the materials to be read provides knowledge of science, history, health, and sanitation, social studies, occupational skills, etc.

2. Developing readiness for the unit: Interest in the unit may be aroused by the use of stories, a related film, film strips or other visual materials which pertain to the subject.

3. Introduction of the unit: Step two and three can usually be combined, and with whatever technique used above, can very well serve as an introduction to the unit.

4. Co-operative planning: The trainees should be a major part of the planning. They may suggest oral

reading of some of the stories or of parts of the stories, or they may suggest a dramatization of the story. Perhaps they would like an outside oral report relating to the story.

5. Introduction of lesson to be read: This should be presented during the introduction of the story. The chalk board, flannel board, flashcards, and opaque projector can be utilized very effectively here.

   The trainee must become thoroughly familiar with the new words. Write the new words on the board, use flash cards and have them identified. Be sure each trainee pronounces the words correctly. Have the new words underlined. Meanings should be short (synonyms are good). Have the trainees relate the new words to some of their experiences. Be sure that each trainee can pronounce and understand the new words before reading the lesson.

7. Reading the lesson: The lesson may be read silently by all. But for purposes of establishing reading difficulties and habits, each trainee should be allowed to read part if not all of the reading passage orally. There should be a brief discussion of the lesson after the completion of oral reading. If possible the lesson should be related to experiences of the trainees.

8. Specific skills to be developed: Comprehension and relationships are important here. The passage should be re-read, for sentence construction, paragraph recognition, subject and verb agreement, word recognition, finding pertinent details. Chalkboard demonstrations are effective. Have the trainees write the sentences on the board and locate parts of speech (subject and verbs) an explanation of new words that occur is advisable.

   Construct flashcards with the sentences and demonstrate on a flannel board how the words comprise the sentences.

Very effective when a word or phrase can be lifted from the sentence passage to demonstrate the importance of sentence construction verbs, subjects, and paragraphs.

9. Related activities: With continued use of specific skills to be developed. The new words may be used in sentence construction on chalk board or have trainees construct their own sentences on flannel board.

NOTE: The new words should be a part of the spelling lesson.

10. Evaluation: This can be made by teacher and trainees. Directed toward value of information received, facts learned and skills acquired.

11. Test: It is not commonly agreed that adults be informed that they are to be tested. Many authors in books used with this program have varied opinions. Teachers are to use their descretion in this regard. However, an adult is not easily betrayed and it should be a part of a teacher's role to break the fear that accompanies the word test.

12. Individual help: Can only be determined by the teacher. Vocabulary recognition-words which gave difficulty may be used in meaningful phrases on the chalkboard, flannel board or flash cards. If oral reading is a problem, experience should be provided for fluent reading of phrases on the chalkboard, tape recorder or book content. A trainee who has difficulty in fluency may be told how sentences may be divided into meaningful phrases. This may be demonstrated with the flannel board, chalkboard or mimeographed material.

Reading should not be taught as an isolated subject. All areas to be taught should be taught as a reading lesson and new words incorporated in the spelling lesson.

Spelling is an important aspect of every learning situation. The following is a system that can be used with frequently misspelled words and new words.

A. See the word-observe it carefully. Close your eyes and get a mental picture of the word-open your eyes and check your mental picture with the word as it is correctly written.

B. Say the word, pronounce it distinctly. Say it by syllables. Use it in a sentence.

C. Write the word, cover the word and write it from a mental picture.

D. Say the word again syllable by syllable - cover the word and write it again.

E. In the same way write it again a third time and check it against the correctly written word.

In the instance where there is a new word list in a particular lesson, the spelling lesson can be a valuable diagnostic tool when the trainees are required to write the words (not necessarily in order) from memory. In this way the teacher can determine how much information about the words the trainees retained in addition to their spelling skills. Oral spelling is recommended for pronounciation practice. It also provides time for the teacher to devote to other groups of individuals.

Suggested Techniques - Computative Skills Non-readers

It has been proven that adults who have never had a reason to use a pencil or pen will find it somewhat difficult to grasp such instruments correctly. This should be demonstrated by the teacher.

In extreme cases where fingers are stiff, finger exercise with a rubber ball is useful.

In instances where coordination is poor, some adult scene which can be colored with waxed crayons can provide help in this area. The trainee is taught to maintain a firm steady hand by keeping the shades of the picture he is coloring even and keeping within the lines of the picture.

Straw, knitting yarn and matches may be used to exercise fingers for proper use of the pencil.

Computative Skills

Non-readers

In teaching computative skills to an illiterate adult, several problems are encountered. The learning situation here must encompass several areas of the language arts. The illiterate adult will come to the center with ideas, concepts, and values of numbers. He can in most instances count. Even though he is unable to determine the value of the number two (2) when it is placed before him. A variety of techniques are useful. He can be taught quantity through the use of money, blocks, or items that are familiar to him. With the use of the chalk board, flannel board number, chart, and number cards, he can begin to associate the particular number with a given quantity of the above mentioned items.

When he has acquired the skill of differientating numbers; he is ready to begin making (writing) these numbers. The teacher then following the general guide of the text.

Suggested Techniques in Citizenship

One of the teacher's big task is that of preparing the trainees to become responsible citizens.

The trainee has to become fully aware of his rights and duties as a citizen. He should know that he should (1) keep well informed, (2) he should vote, (3) he should obey laws (4) he should participate in community affairs.

A first step can be made in this direction by inquiring about the following: "What are some important events occuring in the world today? What are some problems in the United States? What are some problems in the state? What are some problems in your community?" It is suggested that the questions be asked in the above order or in the reverse order. Here the teacher may move from the general to the specific or from the specific to the general. It is a diagnostic tool and will enable the teacher to categorize the scope of his trainees' information.

A very few responses can be expected because the impoverished and functional illiterate are far more removed from organization and function of government. Their contact has usually been at a local level and the image is not usually a good one. It is a responsibility of the teacher to alter this image as much as possible.

The trainees local community is a good starting point when teaching citizenship. Start with local officials-make a chart of county and/or city officials and have the trainees inquire about who they are and fill in the names. Next allow volunteers to provide the functions of each position.

Good selected films on local community levels are effective for introduction, discussion and for culminating the activity.

After the film let the trainees compare their local community with the films that are rural in setting. After the comparison-discuss what improvements the trainees think could be made in their community (es). Some projects should evolve from the discussion (eg) community improvements: this would encompass: repairs, landscape-gardening, privies and a "clean-up fix-up program".

It is not suggested that all of these be undertaken at the same time-but plans may be formulated to put them into effect during the year. The most pressing ones could be those chosen for the initial projects.

Resource persons from the local community may be invited to talk to the group. It is important to secure these individuals. One key person to contact would be a law enforcement official.

Simulated local elections will provide invaluable experience and fun for the trainees. Ask for volunteers to campaign for sheriff etc., demonstrate what a platform is-allow the campaign to last for a month or more. Ask for volunteers to campaign for other officers.

Have the trainees construct a voting booth and teach them how to use it properly.

During a month or more, the person elected sheriff could be considered the president of the class and other elected or appointed officials given some other disignated club titles.

When teaching state and federal government - the trainee elected Governor and President would then become class president and the same procedure followed for other officials. Let them appoint other officials. eg. Supreme Court Justices, judges, etc. Have a simulated Legislature and Congress at work. These could be culminating activities near the end of the program when the trainees have become more experienced in the functions of government.

In teaching state and federal governments, the structure and function of each is important along with the Bill of Rights.

This may be taught in conjunction with the simulated campaigns.

Films may be shown on Congress at work, the President, the Supreme court and Local and State Government.

Active participation by the trainees will provide a real life setting of the duties and functions of government as well as inculcating values of citizenship.

SUGGESTED TEACHING TECHNIQUES FOR FAMILY LIFE

Homemaking involves many varied skills: budgeting, meal planning, purchasing, house-cleaning, cooking. The activities described here deal with just a few of these:

Folders and booklets on family health, nutrition, fire and driving safety rules, and infant care are available free from insurance companies, and government agencies. If necessary, they may be rewritten by the teacher in simpler words for beginning adult readers. Basic safety and health rules may be copied as writing exercises.

Visiting nurses, doctors, firemen, social workers, may visit the class to speak and take part in question and answer sessions.

After group discussion of installment buying, planning a family budget, or family nutrition, the teacher may distribute a simple questionnaire, based on the discussion, for students to fill in.

Students may bring in a newspaper story, or a report of a radio or television talk on home improvement, nutrition, or a similar topic. The class may then discuss the problem.

As students learn the basic arithmetic skills, they can use them to work out simple budgets for their families. A typical budget for a small family may be put on the blackboard by the teacher, as an example. This activity will also help to reveal to the teacher those students who may have difficulty with percentages, division, or other areas of computation.

Students may bring in food, clothing, furniture and appliance ads. Use these ads as reading material in reading sessions. Discuss with class the importance of buying weekend specials, of buying clothes at end-of-season clearance prices. Have students write down the week's food needs for their families, and add up cost of these needs according to the prices in food ads.

Discuss the advantages and pitfalls of installment buying. These people, because of their low income and lack of purchasing skills, are frequently the "dupes" of unscrupulous salesmen. Have them work out how much the "carrying charge" adds to the actual price they pay for an item. Discuss the different kinds of credit available: 30-day account, revolving credit, etc., and what these mean. Have students discuss and write these words.

Short, simple cookbooks or recipes cut from newspapers make interesting reading for women students. They also provide practice

3

in arithmetic skills as students learn what 1/2, 1/3, and 1/4 mean and how to double a recipe or divide it in half...how to figure out how much it will cost to prepare that recipe for their families. If a home economics kitchen is available, students will enjoy and learn from actually making that batch of cookies together--and serving them to the entire group. An activity of this kind helps them to learn the skills of giving a party, serving graciously, making the table look pretty, and "socializing" among themselves and with the teacher. Many of them never in their lives attended a simple social affair. Activities of this kind often prevent dropouts...they are so enjoyable you couldn't pay students to stay away!

Discuss with students ways of buying good clothing and household articles in second-hand stores or in thrift shops operated by Goodwill Centers, the Salvation Army, and other community groups. Adults should be aware that many good articles can be bought at substantial savings by wise shopping in these places.

POSTERS-CHARTS-CARDS

1. Number charts - eg. the hundred chart
2. Alphabet, Handwriting
3. Charts with vivid descriptions of fractions, measurement using geometric figures
4. Posters on sentence construction
5. Posters showing punctuation marks and descirbing their functions
6. Posters on grammar showing correct and incorrect usage. Posters of this and a similar nature provide a quick reference for the trainees
7. Posters on proper health and sanitation practices
8. Charts on government organization
9. Food chart
10. Graphs to demonstrate statistical data
11. Cartoons for teaching family life, etc.
12. Pictures - for identification
13. Construct medium size jigsaw map of United States, Alabama, etc. Cut pieces out, have trainees fit them together on felt board.
14. Have trainees construct a name card and place it on his desk. This will help him see how his name should be written and aid the teacher in learning the names of the trainees during the orientation period

DEMONSTRATIONS AND DRAMATIZATIONS

1. Construct post office. Have trainees mail packages, purchase money orders, stamps - receive letters that were written in language class.
2. Set up job interview office with secretary, and prospective employer - tape the interviews and play them back for class discussion.
3. Construct bank - may use what was left from post office or whatever was used first. Have trainees open checking and savings account; demonstrate use of deposit slip and check writing. This may be utilized as part of the class club to promote savings and an understanding of banking.
4. Simulated grocery or department store to aid in teaching proper consumer buying.
5. Dramatization of courtesy in public places, at home, etc.
6. Dramatization of proper attire.
7. Games similar to password.

TEAMS IN TEACHING

1. Learning team - use an advanced trainee on a voluntary basis to select a "slow" trainee to work with on some particular difficulty. In many instances a trainee will be able to get a point across to another trainee better than the teacher.

At the same time, the advanced trainee is building an strengthening his already acquired skill. It also provides time for the teacher to devote to other individuals or groups.

2. Team teaching - as used in this context does not necessarily follow the meaning of the original term.

In instances where there are two teachers, the learning situation may be enhanced by team teaching. Most projects, demonstrations and dramatizations can be combined. This eliminates duplication and saves time.

In other instances where one teacher is well-versed in math and another in English, etc., the exchange of groups or combination of classes fosters a better relationship between the teachers and between the trainees, while at the same time enriching the teaching-learning situation.

ASSEMBLY

1. Assembly programs offer opportunities for the trainees to put into action, knowledge and skills acquired, receive information, provide cultural improvement and acquire new skills. They also provide for community involvement.

A Teaching Plan on Health

Health - As health is related to family income, the budget, government and private agencies.

1. Spending the food dollar

    a. A balanced diet - the basic seven
    b. Nutrition
        I. Food and health
        II. Types and functions of foods
    c. A balanced diet on a small budget

2. Protection for the health of the families

    a. Federal Government
        I. Pure Food and Drug Act
            A. Falsely labeled foods and drugs
    b. Private

        I. Seals of approval or inspection

Displaying reading materials obtained from the National Dairy Council - Chicago.

Materials:

A display showing each item of the basic foods. (The Four Food Groups), pamphlets showing the nutritional value a display of food (labeled).

A Teaching Plan on Computative Skills

Arithmetic - Grades one - they should have an understanding of common measurement in regards to concepts of time, weight and linear and liquid measure.

1. Time:

The birth dates, number of days and names of days in a week, number of days and names of school days in a week, yesterday, today, tomorrow, hour.

Poster of a clock:

Associating position of hands on clock with opening time, snack time, closing time and retiring time.

2. **Weight:**

Each individual should know his and her own weight, be able to read numbers record weight, and an understanding of gain or loss of own weight.

. **Linear Measure:**

Each individual should be taught how to measure himself in feet and inches.

4. **Liquid Measure:**

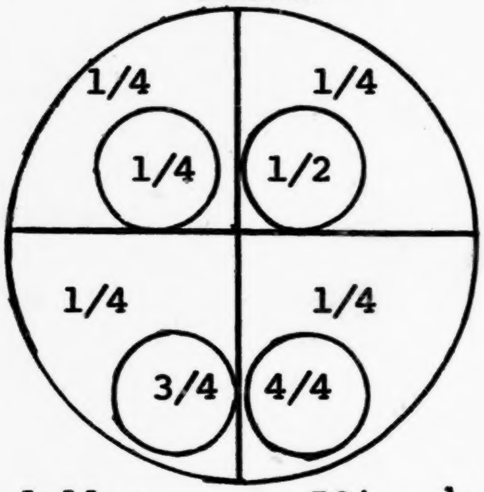
A display of cups, spoons, quart jars, and pint jars would be used in class to demonstrate their uses.

5. **Counting numbers and money:**

Four trainees will be used to promote the teaching of number concepts.

a. First giving each trainee ¼ piece of a circle that is formed on a large poster.
b. Let each person stand before the class showing the fourth of the circle he's representing.
c. Play money is used to further the need to count with understanding.

Poster



25¢ = ¼ of a dollar
50¢ = ½ of a dollar
75¢ = 3/4 of a dollar
100¢ = 4/4 of a dollar

Or the circle could be named as a pie

This is basic number work, and its importance is how its presented by the teacher.

SOURCE MATERIALS

Materials and devices listed are those that are utilized in the program currently.

(Communicative Skills)

1. Putnam, Mildred. Working With Word Patterns. Austin: Steck Vaughn Co.
2. Smith, Harley A., Wilbert, Ida L. I Want to Learn English. Austin: Steck Vaughn Co.
3. Operation Alphabet. Noble and Noble, N. Y.
4. Hudson, Margaret W., and Weaver, Ann A., I want a Job. Phoenix, N. Y.
5. Hudson, Margaret W., and Weaver, Ann A., Getting Ready for Pay Day. Part I: Checking Accounts, Part II: Savings Accounts Part III: Planning Ahead: Phoenix, N. Y.

(Supplementary and Library Materials)

1. Henney, R. Lee. System for Success, Chicago: Follett Publishing Co., Book I, II.
2. Putman, Mildred. Working with Words. Austin: Steck Vaughn Co.
3. Educational Division Reader's Digest Series. Reader's Digest Skill Builders: Pleasantville, N. Y.

   Level III; Books 1, 2, 3
   Level I; Books 1, 2
   Level V; Books 1, 2, 3

4. Turner, Richard H., The Turner Livingston Series. 1-6: Chicago: Follett Publishing Co.

   1. The Money You Spend

2. The Jobs You Get
3. The Friends You Make
4. The Town You Live In
5. Robertson, M.J., Adult Reader, Texas: Steck Vaughn Co.
6. Smith, H. A., I want To Read and Write: Austin: Steck Vaughn Co.
7. Buchanan, Cynthia Dee, Programmed Reading for Adults, A Sullivan Associates Program: McGraw - Hill Book Co., N. Y. Books 1-7.

8. Bayer, Josephine, Communications: Chicago: Follett.

    1. Getting Started
    2. On the Way
    3. Full Speed Ahead

(Computative Skills)

1. Shea, James T., Working with Numbers. Austin: Steck Vaughn Co., Books 3,5,6

(Supplementary and Library Materials)

1. Programmed Math for Adults, Sullivan Associates, N. Y. McGraw - Hill Book Co. Books 1-8

(Social Studies)

1. Smith, Edwin H., My Country. Austin: Steck-Vaughn Co.

2. Shaw, Bernard, Foundations of Citizenship (adult edition) Phoenix, N. Y.

(Supplementary and Library Materials)

1. Abramowithl, Jack, Documents of Freedon, Chicago: Follett Publishing Co.

2. Abramowithl, Jack, Study Lessons in Our Nation's History. Chicago: Follett Publishing Co. Units 1-8

(General Supplementary)

1. Townsend, Rebecca, Townsend, Katherine, Steps to Health, Austin: Steck - Vaughn
2. Starks, Johnetta, Measure, Cut and Sew. New York: Holt, Risehart and Winston, Inc.
3. Cooper, William M., Ewisy, Vivian C., How to Get Along on the Job. New York: Holt, Rinehart and Winston, Inc.
4. Cass, Angelica W., Your Family and Your Job. New York: Noble and Noble
5. Cass, Angelica W., Everyday English and Basic Word List for Adults. New York: Noble and Noble

(Devices and Aids)

Tape Recorders
Filmstrips (Sound and Silent)
Maps
Charts
Flash Cards
Consonant Wall Charts
Vowel Wall Charts
Phonovisual Skill Builders
Phonovisual Phonograph Records
Abacus
Opaque Projectors
Overhead Projectors
Sound Projectors
Reading Kits
Ditto Machines
Television
Flannel Boards
Bulletin Boards
Phonograph Records
Radios

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2. Abramoqitz, Jack. *Study Lessons in Our Nations' History*. Chicago: Follett Publishing Co., 1964.

3. *Arithmetic For Everyday Life*. Madison: U.S.A.F. Institute.

4. *A curriculum Guide For Teachers of the Educable Mentally* Handicapped. Danville: The Interstate Printers, Inc.

5. *A Guide for Elementary Education*. Jefferson: Von Hoffmann Press.

6. Bergeuin, Paul. "Means and Ends for Adult Education." *Adult Leadership*. Vol. IX (Nov., 1963) pp. 149-152.

7. Brice, Edward W., *Teaching Adults the Literacy Skills*, Washington: General Federation Women's Club, 1964.

8. Crabtree, Arthur P. "Purposeful Education for Adults," *NEA Journal*, Vol. 52 (Oct., 1961) pp. 27-28.

9. Craddock, John R. "Training Teachers of Adults." *Adult Leadership*. Vol. X (March, 1963) pp. 7-8, 31.

10. Fox, Ester. "Consideration in Constructing a Basic Reading Program for Functionally Illiterate Adults," *Adult Leadership*, Vol. XII (May, 1964) pp. 7-8, 31.

11. Henney, R. Lee. *System for Success*, Book I, II. Chicago: Follett Publishing Co., 1965.

12. Kidd, J. R., *How Adults Learn*. New York: Association Press. 1959

13. Kuhlen, Raymond G. *Psychological Backgrounds of Adult* Education. Chicago: Center for the Study of Liberal Education for Adults, 1962.

14. Monroe, C. Neff, *Adult Basic Education Seminar Guide*. Chicago: Follett Publishing Co., 1966.

15. Morgan, Barton, *Methods in Adult Education*. Danville: The

Interstate Printers and Publishers, Inc., 1960

16. Naylor, Harriet. "Adults Can Learn", Adult Leadership. Vol. XII (May, 1962) pp. 13-14.

17. Olsen, James. "Instruction Materials for Functionally Illiterate Adults." Adult Leadership, XXII (March, 1964) pp. 275, 305.

18. Robertson, M. S., Adult Reader, Texas: Steck Vaughn Co.,

19. Role of Supervision and Curriculum Director in a Climate of Change. Washington: ASCD.

20. Station, Thomas F., How to Instruct Successfully, New York: McGraw-Hill, 1960.

21. Sussanman, Evelyn K. "A Golden Age Center." Adult Leadership. Vol. XI (May, 1963) pp. 13-14, 22.

22. The Turner-Livingston Reading Series. Chicago: Follett Publishing Co.

23. Verner, Coolie, Adult Education. Washington: Center of Applied Research Inc., 1964.

24. When You've Teaching Adults. N.A.P.S.A.E., Washington, D.C.